

August 2005

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.

www.lacorop.org



Focus on Learning

2005-2006 GOALS ADDRESS STUDENT ACHIEVEMENT

Welcome to the 2005-2006 school year! Last spring semester our partner districts employed 405 ROP teachers who trained over 38,000 students. Veteran and new teachers to the ROP have exciting activities to look forward to this year starting with the All District In-service: **Building on Student Achievement** that was held on Friday, August 19, 2005 at the Pasadena Community College Education Center.

The in-service continues to build upon the strategic planning process that was started in October 2004. Last year, teachers and staff met to discuss what was important for students to *know, understand, and be able to do* during the time they were in ROP. The rest of 2004 and all of 2005 is devoted to staff and teachers examining student success in relation to our organization, curriculum and instruction, support services, and resource management. *Home Group* and

Focus Group committees have been meeting to discuss and answer questions about student support, success in learning, and collecting evidence to support conclusions. Everyone in this ROP belongs to at least one group – in some cases, even more! New teachers are encouraged to meet with their Steering Committee Representative to make sure they are included in this important process.

New ROP standards, called **Expected Student Learning Results** (ESLRs) from teacher and staff input, will be implemented beginning with the fall semester. Performance indicators are currently being reviewed by the Leadership Team for dissemination early this fall. Wallet sized cards will be printed and distributed to each student to reinforce the importance of learning.



In May 2005 a historic event occurred in Sacramento. The State Board of Education adopted **Career Technical Education standards!** Now all ROP teachers will have a road map to guide their instruction that aligns with industry standards and teachers throughout California. All ROP teachers received a copy of their subject specific standards at the end of spring semester in June.

What now? Consultants are excited and preparing workshops to begin teaching how to use standards in the development of lesson plans, designing assessments, and teaching to higher levels of student learning. Make plans to attend your subject specific workshop and keep reading FOL to hear more about our strategic planning process and the official visitation scheduled for March 2006. It's all about student achievement through standards based teaching and assessment!

LACOROP Teacher Wins Landscapers' Challenge

Home and Garden TV (HGTV) has a show called Landscapers' Challenge. In each episode of this new, 13-part series, three professional landscapers face off and "take it outside" to win the opportunity to tackle an outdoor design challenge. The camera follows the landscape designer as he/she installs the winning plan and captures

the owner's reaction to the final result.

On July 27, 2005 at 9:30 p.m., Downey USD Landscape instructor, **Jason Redfox**, was one of three landscape designers that presented a plan to a couple with young children to maximize the space and look of a small backyard. The couple selected

Jason's design as the winning proposal. The plain back yard was transformed to a beautiful outdoor living area featuring a built in barbeque, dining area, fountain, and playhouse for the children. An outstanding job by an outstanding teacher! Congratulations, **Jason!**

Project Echo Receives Model Practice Award!

Congratulations to Santa Monica-Malibu School District's Project E.C.H.O. (Entrepreneurial Concepts, Hands On) program for receiving the 2004-05 Model Practice Award! No on its tenth year, this program exceeded all of the criteria listed of a Model Practice and is recognized as an exemplary program. Under the coordination of **Rebel Harrison**, the Business Management/Entrepreneurship course operates with two instructors, **Teri Jones** and **Anita Kemp** and three class sections of students who are committed to the Vike's Inn and Vike's Cafe.

The Vike's Inn, is a student-operated school store and serves as the application of the course that sells school supplies, spirit gear, snack food and novelty items, bus transportation card purchases, athletic, and school event ticket sales. The Vike's Cafe provides students with hands-on experiences in planning and delivering a variety of nutritional items. Both businesses combine the best practices of career technical education with a strong academic foundation in Economics and the private enterprise system. Students receive classroom instruction on curriculum topics and

are required to complete an internship of 50 hours per semester in either the Vike's Inn or Vike's Cafe businesses as a component of their on-the-job training.

Last year, the success of the Vike's Inn and Vike's Cafe sales reached over \$160,000 in overall sales with a district profit of approximately \$18,000. These extraordinary profits were calculated after the distribution of \$10,000 in scholarships and donations by industry at an annual awards banquet to student recipients. Congratulations, **Teri, Anita and Rebel!**

LOOKING OUT FOR STUDENTS "ON THE FRINGE" By Debra Mustain

Recent incidents of school campus shootings and bullying have drawn attention to the estrangement and animosity that some students experience at school. The causes of this behavior are complex and varied. Students who are perceived as "different", whether it is due to size, ethnicity, intellect, or other factors, are often singled out among peers for harassment. Cliques of students may also harass or discriminate against other types of groups on campus, leading to large-scale incidents. Sometimes, students are not appropriately placed in classes that meet their intellectual needs, resulting in students being labeled as "stupid", "slow" or "dumb." Students are often left on their own to cope in an environment where they are not well prepared to succeed.

ROP offers students an opportunity to connect to teachers and other students through hands-on, active learning experiences. The responsibility of ROP teachers, counselors, and staff is to ensure that ALL students are treated with respect and fairness within the classroom. ROP personnel are often a "front line defense" for students who may not feel that they "fit" in other courses or programs. To foster respect in the classroom, ROP teachers should consider the following recommendations from the TEACHING TOLERANCE organization.

1. Curb teasing in your classroom. This includes sarcasm and hurtful comments from students or occasionally from teachers to students. Students are often more sensitive to comments from adults, even if they are meant in jest. If you feel that you have offended or made a comment that is potentially hurtful to a student, speak with them privately, and be sure to apologize if needed. If you see or hear bullying in your classroom, put a stop to it immediately, as privately as possible, to avoid

backing the harasser into potential conflict. To further curb teasing, adopt and post a "respect policy". This can be written by students, or one may exist at your school site. Be sure to refer to it as needed to remind students that your classroom is safe and respectful for all.

2. Watch for bullying behavior. This is often subtle and occurring out of earshot of the teacher, but you can be aware of body language among students. If you see a student or group of students behaving in aggressive manner, get close to them to see what is going on. Subtle remarks can often evolve over the school day into a full conflict. Be aware of interactions with students that may lead to problems, and alert the appropriate school administrator if you have any immediate concerns.

3. Be aware of students "on the fringe". These students may be quiet, or often left out of activities. Look for students who sit alone at lunch, who are alone in the hallways, or who seem confused or out of place. Encourage students to participate in activities in your classroom, such as student organizations or competitions. Positive reinforcement and engagement with students can change their experience of school. Grades, attitude and behavior may change as a result of your efforts with a student who is feeling alienated and alone.

4. Don't ignore warning signs of hate. Be aware of poems, stories, symbols and other propaganda being shared between students, or that are clearly posted on student book covers and binders. If you have a concern about something but are unsure what the meaning of the work is, contact a school administrator to determine the appropriate course of action based on school and district policy. While students have some freedom of speech, it is important to be sure that they are not creating conflict, harassing or disrespecting an individual or group of students. The TEACHING TOLERANCE organization offers excellent materials on this topic at no cost to teachers.

5. Ensure adequate assessment of special needs. If you have any concerns about a student's language ability, ability to complete work or other challenges in the classroom, contact your school counseling and/or administrative staff to follow-up. Students may not be properly identified and placed within the school, leading to feelings of worthlessness and despair. Your effort may assist a student in achieving an education. Familiarize yourself with your school procedure for referring students to testing and counseling.

6. Reach out to cliques and social groups of all kinds. Initiate conversations with students. Demonstrate a respectful and positive attitude with all students.

7. Support and celebrate student successes of all kinds in your classroom. This includes everything from attendance to improved grades, to athletics and academic clubs. Any time a student is being successful, take a minute to acknowledge and celebrate the student's success. If you feel that the student will be embarrassed by the attention, you may choose to do this privately. Another great option is to make a "congratulations" call home to parents or guardians to share the success of the student. Parents are often pleasantly surprised to hear something positive from the school.

8. Examine the ways that you and the school recognize student achievement. Look for ways to improve inclusion of all types of students in that recognition. The ROP student ambassador and outstanding student competitions are two ways that you can connect with students who may be looking for a place to "fit in" at school. Again, your efforts, small or large, to connect with students in a positive manner will make a difference in their school success.



On the Home Economics Front

Kudos! The home economics and agriculture teachers, students and programs are going strong! Spring 2005 produced some amazing results!

Glendale and Hoover High School students in the Glendale Unified School District ROP program participated in the Careers through Culinary Arts Program (C-CAP). **Vinson Ching**, of Glendale High, earned a \$79,900 scholarship in the culinary program at Johnson and Wales University in Rhode Island. Glendale and Hoover High collected nearly \$90,000 in scholarships overall in the C-CAP judging. Hoover High student **Aldy Rosales** won a \$1,000 scholarship, and was invited to do an internship at Wolfgang Puck's Catering and Events location at Hollywood and Highland. **Vivian Montes, Aram Akopyan** and **Vahe Estapanian** were also awarded scholarships through the C-CAP program. Information on this program can be found at www.ccapinc.org.



Students in **Theresa Parra-King's** culinary class at Blair High School in Pasadena participated in the Los Angeles Edible Book Fair. Students were visited by guest artist Lisa Deutsch, who explained the history and process of making the books, and students then practiced and executed their favorite stories in food products, including marshmallow, crackers, fruit, vegetables, and butter. The books were then entered into the fair, and at the conclusion of the day they were available for consumption by eager gallery-goers. A website showing some of the students' work, including a rendition of Peter Pan by Xenia Valle and Blair Houston's Munchkinland, can be viewed at www.labookarts.com/Gallery/edible_book_2005.html

Bonnie Jakeway's restaurant management students discovered the reward of good work through two scholarships given this year to seniors in this program. The scholarships, totaling \$500

each, were from business and industry donations and student contributions to the program. Students in the class then voted for two winners based on their work, attitude, and leadership in the program.

Students who graduated from **Frida Vadgama's** Careers in Education class at Downey High School are busy getting ready to attend their first classes at Cerritos College this fall in the TeacherTrac program. The program, aligned with Cal-State Long Beach (CSULB), provides students an opportunity to complete many requirements of the education program at Cerritos and transition those requirements into the education program for elementary school teachers at CSULB. Students in **Frida's** class completed preliminary testing and were admitted to the TeacherTrac program in spring. Students also completed a campus tour and got more information about financial aid and succeeding in college. Information on TeacherTrac can be located on the web at www.teachertrac.com.

Trade and Industry Tidbits by Linda Matzek

What is SkillsUSA?

A national organization serving more than 264,500 high school and college students and professional members enrolled in training programs in technical, skilled, and service occupations, including health occupations.

Where is It?

In high schools and college/technical schools. SkillsUSA has more than a quarter million student members annually, organized into 13,000 chapters and 54 state and territorial associations (including the District of Columbia, Puerto Rico, Guam and the Virgin Islands).

What's the point of it all?

SkillsUSA prepares America's high performance workers. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities.



VICA USA

Who is involved?

Approximately 14,500 teachers and school administrators serve as professional SkillsUSA members and instructors. More than 1,000 corporations, trade associations and labor unions actively support SkillsUSA on a national level through financial aid, in-kind contributions, and involvement of their people in SkillsUSA activities. Many more work directly with state associations and local chapters.

What else?

SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills. During the annual national-level [SkillsUSA Championships](#), more than 4,500 students compete in 77 occupational and leadership skill areas. SkillsUSA programs also help to establish industry standards

for job skill training in the classroom.

Reference: SkillsUSA VICA web-site @ <http://www.skillsusa.org>.

Below are the 2005 State and National gold, silver, and bronze metal recipients from LACOROP 22 school districts:

38th California State Leadership and Skills Conference Awards

Culinary Arts—Silver

Stephanie Yee—Mark Keppel HS

Desktop Publishing—Gold

Emilio Martinez—Crescenta Valley HS

Desktop Publishing—Silver

Justin Nguyen—Mark Keppel HS

Desktop Publishing—Bronze

Varant Diskranian—Crescenta Valley HS

Electronics Application—Gold

Ray Phan—Montebello HS

Electronics Application—Silver

Irvin Lemus—Bellflower HS

Food & Beverage Service—Bronze

Penny Perez—Monrovia HS

Introductory Drafting B—Gold

Angela Tam—Mark Keppel HS

Job Skill Demo—Gold

Luis Gonzalez—Bell Gardens HS

Opening & Closing Ceremonies—Silver

Joyce Chow—Mark Keppel HS

Alex Ho—Mark Keppel HS

Melissa Lam—Mark Keppel HS

Lien Lieu—Mark Keppel HS

Justin Nguyen—Mark Keppel HS

Jackie Wang—Mark Keppel HS

Brian Wu—Mark Keppel HS

Photography—Gold

Amanda Reyes—Monrovia HS

Photography Bronze

Katherine Borchart—Monrovia HS

Related Technical Math—Silver

James Shieh—Mark Keppel HS

Related Technical Math—Bronze

Brian Wu—Mark Keppel HS

Television (Video) Production - Gold

Daniela Avola—Monrovia HS

Stephanie Horak—Monrovia HS

Television (Video) Production—Bronze

Mitch McKenzie—Monrovia HS

Noah Terrill—Monrovia HS

Welding—Gold

Jose Guerrero—Bell Gardens HS

Welding—TIG—Bronze

Calvin Contreras—Bell Gardens HS

National Leadership and Skills Conference Awards—Kansas City

Job Skill Demo—Bronze

Luis Gonzalez—Bell Gardens HS

CITEC Upcoming T & I Events

CAD/CAM Rapid Prototyping

September 24, 2005 9 a.m.—3 p.m.

Saddleback College

CTE Online-Curriculum Integration
September 28, 2005 9 a.m.—3 p.m.
Hermosa Middle School

Gamble House Tour
October 6, 2005 4 p.m.—7 p.m.
Gamble House

3-D Parametric Modeling
October 1, 2005 9 a.m.—3 p.m.
San Pasqual High School

Photography Workshop
October 8, 2005 9 a.m.—2 p.m.
John Burroughs H.S.

Laser Cutting and Engraving
October 12, 2005—4:30 p.m.—8 p.m.
Hermosa Middle School

Automotive Workshop
October 15, 2005 9 a.m.—2 p.m.
Bellflower High School

Electronics Workshop
October 15, 2005 9 a.m.—2 p.m.
Bellflower High School

Ace Clearwater Workshop/Tour
October 19, 2005 8 a.m.—3 p.m.
Ace Clearwater Hands-on

ITE Conference
December 2—3, 2005
Palm Springs

Please contact **David D'Aloisio** at 562-922-6729 or by email Daloisio_David@laco.edu for registration and workshop information.

Integrated Performance Activities

The CITEC project has been working with instructors to develop Industrial and Technology Education (ITE) Integrated Performance Activities (IPAs). What are IPAs? Design problems that are correlated to the newly developed CTE state standards for Industrial and Technology Education.

Integrated – Activities that are integrated into the academic standards with specific industrial technology standards performance.

Performance – Student must perform a specific task. **Activities** – The task must be a hands-on activity. The below IPA are now available on line at <http://hbcisd.org/citec/ipa.htm>:

Construction: New Design Process, Design a Box, Design and Build a Chair, Design and Build a Table, Fibonacci Collage, Recycled Habitat Project

Engineering: Design and Build a Railroad, Suspension Bridge, Manufacturing, Animation, Design and Build a Lego Truck, Manufacturing a Toy, Design and Build a Desk, Emperor Han's Paper Products, Historical Newspaper, Photoshop—Creating Tutorials Sample, Retouching Photographs: Analog vs. Digital, Plastic Fabrication

Transportation: Automobile Safety Systems, The Human Collision, Wind Conversion Warrior

Utilities: Global Positioning System

The Pulse—Health News by Karin Reynoso

Nursing:

- You have requested and CDE has developed a *Student Certification Inquiry Form* to assist former students that are inquiring about their certification status. This form is to be used 6 months from training completion date. This form which is available through my office, must be faxed to Clay Mitchell at CDE.
- CNA and HHA application forms are available on the DHS website at: <http://www.dhs.ca.gov/gov/publications/forms/L&C/L&c.htm>
- CNA and HHA certifications facts are available on line at: <http://www.dhs.ca.gov/lnc/cert/default.htm>
- As of July 1, 2005, DHS no longer accepts rolled finger prints, all prints must be submitted through LiveScan

Fingerprinting facts from DHS: (source: CNA Registry Health Application Licensing System)

- 352,913 CNA/HHAs submitted finger prints from July 1, 1998 through May 1, 2005 –
- *308,153 cleared with no convictions,
- 18,262 cleared with convictions,
- 16,146 were denied/revoked for convictions

** 40,464 of clearances processed are for CNA applicants where training and/or competency testing completion has not yet been recorded by ATCS*

The above does not reflect the actual number of criminal background check initiated/completed by ATCS. A single fingerprint submission may result in subsequent and/or multiple back ground investigations.

- Total Active CNS's: 133, 940
- Total Active HHA's: 35, 981 (40, 998 dual certified CNA/HHA)

Prehospital Care:

EMT

- The change over to National Registry Testing for LA County EMTs took place January 1, 2005. As of January 1, 2006 the entire state of California will have converted to National Registry for initial EMT certification testing.
- Suggestion to help to increase test scores:
 - Increase the number of quizzes.
 - Match your quizzes to National DOT curriculum with more scenarios and less rote type questions.
 - Assess each quiz/exam to make sure students are increasing their knowledge and learning from their mistakes.

- Make quizzes comprehensive and cumulative; always add previously learned information to the new.
- Teach your students to be better test takers (link to web for Test Taking strategies)
- Teach your students to take tests via the computer – as of January 2006 all National Registry Testing will be done via computer.
- Encourage students to take the National Registry soon after the completion of their class.
- Take the National Registry exam your self.
- You can't over test on airway as it relates to all other situations. Add airway and respiratory in all exams.
- Some National Registry questions are regional and cover terminology that students need more information about e.g. farm equipment
- Use National Registry practice tools (see website www.nremt.org).
- Have student utilize a review book such as Brady's *EMT-B National Standard Review Self-Test, 2/e*, *EMT-Basic Self-Assessment Exam Preparation Review Manual*, or *Student Access Code Package to EMT Achieve: Basic Test Preparation*
- Students and sometimes instructors fail to differentiate between LA CO EMSA and National DOT information (keep the information separate, try hard not to confuse the students by intermingling the information).



As National Registry results come in Linda Richardson will be tracking testing data to help us evaluate our programs and our teaching effectiveness.

Medical Assistant:

By 2006, LACOROP will be ready to offer the Prep Class for Medical Assistant (MA) Certification. Currently LACOROP MA instructors, Audrey Gallant and Deena Smith are researching and developing curriculum for this class which prepares the MA for certification testing. The certification exam is offered twice a year, in winter and summer. To sit for the certification exam the Medical Assistant must have taken both the front (administrative) and back office (clinical) portions of the Medical Assistant class. More information to come...

Community Counselor Aide:

The CCA program is alive and flourishing in Beverly Hills. The instructor of this successful program, Dr. David Wolfe, has researched and designed an Instructor's Handbook for the community counselor aide program (known in Beverly Hills as "Careers in Psychology"). In the CCA course students develop counseling skills and then utilize these skills in a variety of community settings (e.g. help phone lines, counseling clinics, and other mental health care settings).

Thank you and Kudos Dr. Wolfe!

Sports Injury Prevention, Treatment, and Rehabilitation (a.k.a.: Sports Therapy/

Medicine):

Temple City, Arcadia and Culver City Sports Injury Prevention, Treatment and Rehabilitation students participated in the Third Annual Sports Medicine Interscholastic Competition hosted by St. Francis High School Sports Medicine Program. For information on next year's competition on April 30, 2006, contact Eli Hallack at St. Francis HS. ehallak@sfhs.net

Health Careers Courses:

- Resources for both instructor and students can be found at the Health Careers Resource Consortium www.health-careers.org; this site features an Allied Profession of the Month. Look under resources and go to curriculum for *Standards for Success* – the document that will assist educators as they incorporate core academic standards into health careers education curriculum
- Having trouble in teaching the CNS? Try Neuroscience for Kids at <http://faculty.washington.edu/chudler/introb.html>
- California Community College Health Care Initiative at <http://www.healthoccupations.org/> offers a place to go when you/your students need information on what health careers are offered at each community college



CTE standards are out – the standards for your program were sent to you in June 2005, if you did not receive them please contact Linda Richardson at (562) 922-6728 or Richardson_Linda@lacoe.edu

Save these dates:

- October 7, 2005
LACOROP Nursing Instructor Inservice
- October 12, 2005
California Council of EMS Educators Meeting
- October 14, 2005
Gender Equity Workshop
- January 11, 2006
California Council of EMS Educators Meeting
- Jan TBA, 2006
LA Co EMSA EMT Forum
- February 5-7, 2006
California Association of Health Career Educators Annual Conference
- March 10, 2006
LACOROP Health Careers Consortium Advisory
- California Council of EMS Educators Meeting
April 12, 2006
July 12, 2006

National Retail Federation Foundation Brings Certification to LACOROP Instructors!!! By DeAnne McLemore

The room was all a "buzz" with anticipation as *Sarah Conrad and Tim McHeffey*, trainers from the *National Retail Federation (NRF) in Washington, D.C.* delivered this important message:... strengthen skills in customer service and sales that meet industry standards for job success and prepare students for future opportunities in retail and service careers.

Twenty-five ROP instructors representing *Retail, Fashion Merchandising, Supermarket Occupations, Business Management/Entrepreneurship and Diversified Occupations* subject areas did just that by attending a twelve-hour training on the *Equipped for the Future in Customer Service and Sales* curriculum. This four-week curriculum aligns with our existing marketing course outlines and focuses on what students should know and do to meet the expectations of employers and prepare students for certification. According to **Susan Stallings**, ROP Retail Marketing Instructor from Arcadia High School, "The training was excellent! It provided us with a perspective of what the retail and service industry is today by focusing on how customer service has changed over throughout the years. This is very important to help our students meet employer expectations."

As a culminating activity to the training, instructor's demonstrated their knowledge and skills of customer service by answering questions to a computer-based interactive assessment at LACOE's Ed Center on *learning about products and services; assessing customer needs; educating the customer; and meeting the customers' needs.* **James Mahfet**, ROP Retail Marketing Instructor from Mark Keppel High School reported, "I liked the assessment a lot. There were yes/no or fill in the blank questions. The test was interactive and situational. As a manager of a retail store, I appreciated this format because it asked questions similar to how I interview prospective employees such as, 'What would you do if..' and 'How would you handle this situation...'"

All instructors successfully passed the assessment and received National Certification in Customer Service that's based upon skill standards, identified by retail and service employers across the country! This certification recognizes a new level of professionalism for our ROP instructors as they are now trainers for preparing high school and adult students

to meet industry standards in becoming certified in customer service. This certification is valid for three years and currently, and students receive a professional certificate and pin recognizing their success. Currently, the NRF is developing a similar certification in sales and management for implementation next spring. They have expressed interest in

collaborating with LACOROP to ensure communication about the certification is shared with west coast retailers for providing guaranteed interviews for students who receive certification.

For the 2005-06 school year, LACOROP is an "Assessment Site Testing Center" for students to take the National Professional Certification in Customer Service. For more information, please contact **DeAnne McLemore**, Marketing Consultant at (562) 922-6737.

If you think retail sales is only a low-paying, dead-end career with limited mobility, take a look at this!!!

RETAIL CAREERS & ADVANCEMENT
Retail Fact Sheet

Industry Size & Growth

In the U.S., there are more than 1.5 million retail establishments.

Today, retailing accounts for nearly \$3.5 trillion in annual sales – in the United States alone.

According to the U.S. Department of Labor, the retail industry currently employs over 20 million individuals, or 1 in 5 working Americans, and is expected to increase to almost 24 million employees by the year 2005.

Between 1996 and 2006, the number of retail employees is projected to increase by more than 2 million.

Between 1990 and 1998, retail jobs made up 17% of the total number of jobs added; retail was second only to the services sector, which includes industries such as health care, financial services and consulting.

Industry Certification

National Professional Certification in Customer Service is now available from the Sales & Service Voluntary Partnership™, managed by the NRF Foundation. Professional Certification in Sales is currently under development.

Over 150 colleges and universities, such as Kent State, Indiana University, Texas A&M, and James Madison University, offer programs ranging from associate to master's degrees in retailing, retail management, retail merchandising, retail marketing, retail sales, and fashion/apparel merchandising.

Career Paths

Positions in retail stores open doors to many of the career areas listed below. In fact, many retailers highly value store-level experience and prefer to promote to the management and corporate levels from within.

In 2001, the average hourly wage of a non-supervisory retail employee was \$9.77.

Retail Career Area	Average Salary
Commission Sales	\$50,000
Department Manager	\$45,000
Store Manager	\$60,000
District Manager	\$105,000
Vice President/Director of Store Operations	\$240,000
Merchandising and Buying	\$105,000
Distributing, Logistics, and Supply Chain Management	\$110,000
Finance and Internal Auditing	\$185,000
Marketing, Sales Promotion, and Advertising	\$105,000
Human Resources	\$95,000
E-Commerce, Information Technology, and Telecommunications	\$115,000
Loss Prevention	\$90,000

Salaries representative of national averages and may be greater or less based on type of retail, geographic location, store size, and sales volume.

Sources: 1999 Annual Specialty Store Compensation & Benefit Survey, Compiled by Management Service Associates for the National Retail Federation; Looking a Career... Food Marketing Institute; Retail Industry Indicators 2000 & 2002, NRF Foundation; Careers in Retailing, NRF Foundation; www.nrf.com, National Retail Federation

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NRF FOUNDATION Promoting exciting, diverse, long-term retail career opportunities. www.nrf.com/foundation

Business Education By Rebecca Seher

WELCOME BACK TO ANOTHER GREAT YEAR!

Last year was packed with opportunities for students and teachers. I am looking forward to as many if not more opportunities this year. "The best thing about the future is that it comes only one day at a time." --Abraham Lincoln (1809-1865). Let's enjoy each day of the coming school year by preparing each day for the next. Contact me if you need assistance at seher_rebecca@lacoedu.edu or call me at (562) 922-6714. Have a great year!

CONGRATULATIONS TO BELLFLOWER, DOWNEY, AND MONTEBELLO FOR ACHIEVING MODEL PROGRAMS STATUS FOR THEIR BANKING COURSES.

California Department of Education has identified Mayfair and Warren High Schools as a continued Model Program and Montebello High School as a new Model Program that provides quality ROCP Banking Programs. The purpose of the award is twofold: to provide criteria for identifying programs that exemplify model programs and practices and to provide a tool for ROCPs to use for self-assessment and program improvement. A committee of field representatives visited the three sites on May 26th to verify the benchmarks necessary for an exemplary program. The teachers, **Joyce Allen** and **Coty Alvarez** along with their Steering Committee Representatives, **Jeanette Johnson**, **Phil Davis**, **Rick Espinoza**, and **Bill Whitmore** provided input documenting their quality banking programs. Numerous business and industry members, students, and parents also supported the programs by attending the meeting and voicing the benefits of the banking programs. Seals can now be placed on the students' certificates as proof of a quality program. Everyone did a great job! To find out more on how to achieve the Model Program status go to www.cde.ca.gov and do a search on Model Programs and Practices. This is a great

achievement for the programs, teachers, and students.



Bellflower: **Tracy Gutierrez**, **Dennis Guido**, **Jeanette Johnson** and **Joyce Allen**



Downey: **Dennis Guido**, **Tracy Gutierrez** and **Coty Alvarez**



Montebello: **Rick Espinoza**, **Bill Whitmore**, **Coty Alvarez**, **Ross Arnold** and other staff

STUDENTS EARN MOS CERTIFICATION

At Agoura High School in Las Virgenes, forty students passed Microsoft Office Certification Exams. Their teacher, **Richard Evans** is very proud of his students.



MOS (Microsoft Office Specialist) Certification passed the independent, on-line Microsoft Office Word exam developed by Certiport Corporation. These students are **Justin Benosa**, **Steven Taing**, **Karla Gonzalez**, **Alissa Davis**, **Gerard Trazo**, **Stephen de Seriere**, **Ruben Papelera**, **Kailey Pattynama**, **Timothy Herring**, **Shawn**

At Mayfair High School in Bellflower, eleven students enrolled in the Regional Occupational Program course,

Pen and Brianne Gordon.

Microsoft Office certification provides a valuable industry credential--proof that one has the Office 2003 application skills required by employers.

By passing one or more Microsoft Office Specialist certification exams, one demonstrates proficiency in a given Office 2003 application to employers. Bellflower and Las Virgenes High Schools offer training and the examination setting for Microsoft applications in Word, Excel, PowerPoint and Access. The ROP MOS Certification course is offered to all students who are at least 16 years old and have an interest in entering a career in the business sector. For more information, contact the ROP office at Bellflower and Las Virgenes High Schools.

MOUNTAIN VIEW HIGH COMPUTER STUDENTS HOSTED SIMULATED JOB FAIR

Students in ROP business teacher **Teresa Williamson's** advanced MS Word computer class put together a "simulated" job fair and invited community leaders and business people to

evaluate their work. "All the students did a great job," said evaluator **Juventino "J" Gomez**, vice mayor of El Monte who also spoke to the students on the importance of education and staying in school. Some of the students showcased their businesses through PowerPoint presentations and websites, as well, as designing flyers, brochures, business cards and employment applications. "I found that by working together with others you can accomplish some things better than by doing them yourself", said one student. "The scores by the evaluators were quite impressive and I am proud of each and every one of my students", said **Williamson**. "My appreciation to all those who helped make our job fair a success".



New Teacher Inservice 2005-06

The following are the dates for the New Teacher Inservice:

August 22 & 24, 2004—Part 2
"Planning for Success"

October 5, 2005 & February 7, 2006—
Part 1—"Nuts and Bolts"

October 12, 2005 & February 15,
2006—Part 2 "Planning for Success"

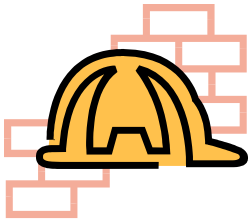
October 20, 2005 & February 23, 2006—



Part 3 "Teaching for Success"

October 28, 2005 & March 3, 2006—Part 4
"Career Essentials, Employability Skills & CC/CVE"

Please call (562) 922-6601 to sign up or for more information.



Building on Student Achievement: Raising the Walls

WASC Communications and Updates

The WASC Accreditation Visit has been officially confirmed for Monday, March 27 through Wednesday, March 29, 2006. There will be a reception on Sunday afternoon, March 26, 2006 to welcome the visiting team members. The team will be chaired by **Carole Klopschinski**, Director of Instruction, Baldy View ROP. She will be joined by seven other members in visiting classes, interviewing staff, and reviewing evidence in the validation of our self-study. Before the official visit Carole will be meeting with **Nancy Wagner** and the self-study co-coordinators regarding timelines and schedules. Carole will also attend a Steering Committee meeting this fall and may attend a WASC Leadership Meeting as well as visit a few classes before the March dates.

If you have never been involved in a WASC accreditation you may have questions about what will happen in March. These questions were submitted during the summer by **Colleen Perez** and **Patty Escobar**, District Home Group Leads for Montebello.

Q: Will the visiting team inform us of the various school districts and high school/classes they will be visiting ahead of time?

A: We will have seven people (the chair typically does not visit during that time) that need to see all of our districts spread across 100 miles. A typical high school will have the team visit every class but with the travel involved with a ROP of our size it is just not possible. Every district will be visited by a team member. What has traditionally been done in the past two visits ('94 and '00) is to have the Coordinator-in-Charge and the Steering Committee Representative determine a schedule of classes to visit. *Though there will be a specific schedule, it is important to remember that a visiting team member can walk into any ROP class so all staff can expect a visit.* Scheduled teachers will be notified in advance of the visitation.

Q: Should a "WASC Box" be set up to include evidence such as student work varying from "Excellent Work" to "Needs Improvement" as well have lesson plans available in the box for review?

A: Yes. The plan will be to have main office evidence housed at the ROP office in Downey; district Home Group evidence will be housed at the district career centers at each school, and; ask every teacher to have a variety of student work samples on display in their classrooms for the team member to review. A file box is an excellent idea. A list of information to be included in the evidence boxes will be sent out to the Home Group Leads. Student work samples need to be categorized as "acceptable", "more than acceptable", and "less than acceptable." Samples over a period of time are also important to demonstrate student achievement. An example could be the first draft of a resume and the final resume product.

Q: Do you suggest we provide a set of general questions to expect from the visiting team to our staff?

A: There is probably many staff on your campuses that have been involved in the accreditation process or even served on a visiting team. These people probably know of questions that the team would ask and to ask them what to expect is OK. The next edition of FOL will also list some questions that may be asked. It is important that questions get answered honestly by teachers, staff, and students.

Questions about WASC or the visit can be sent to **Karen Nelson** at the ROP office via e-mail [nelson_karen@lacoed.edu] or through Accreditation Plus. Answers will be provided and selected for publication in the FOL newsletter.



Legislative Update

Career Technical Education Legislation

When Governor Schwarzenegger signed the 2005-06 State Budget on July 11, 2005, he vetoed two items in the community college budget that had a significant funding impact on Career Technical Education. When the Governor introduced his proposed State Budget in January, it included \$20 million for the Community College Economic Development program to create new articulated courses between K-12 and community colleges by building on the Economic Development program's successful integration of business with emerging industries. The Administration sought to align career technical education curriculum between K-12 education and community colleges to more targeted industry-driven programs through the existing Tech Prep 2+2 model in order to expand career options for students.

When the Governor took action on the 2005-06 State Budget, he vetoed language and set aside the \$20 million originally proposed for Career Technical Education. The Governor took this action because the Legislature added language to the Budget that linked funding for Career Technical Education to funding for supplemental instructional materials for English learners. The Governor obviously did not agree with this legislative proposal, resulting in the veto and set aside of the \$20 million.

The other item that has a connection to the Career Technical Program is

the reduction in community college property tax backfill funds. The Legislature had included \$33 million to backfill projected shortfalls in the 2004-05 local property tax revenues for community colleges. The Governor reduced the \$33 million to \$15.6 million. In his veto message, the Governor indicated that the community colleges will experience a shortfall not greater than \$21 million in the current year, so he set aside \$17.4 million of the \$33 million.

The Governor then took further action to combine the \$20 million and \$17.4 million he had set-aside, for a total of \$37.4 million, to provide support for Career Technical Education pursuant to separate legislation. A number of bills are currently moving in the legislative process and will be acted upon when the Legislature returns to Sacramento on August 15. The \$37.4 million could be amended into one of those bills.

Proposals by the Governor that will be acted upon after August 15 include:

- AB 226 (Bermudez, D-Norwalk) was amended to include an innovative approach to Career Technical Education funding by using funds from the Vehicle Inspection and Repair Fund to fund automotive technology programs
- AB 693 (Goldberg, D- Los Angeles) would require the Commission on Teacher Credentialing to study how components of skills identified by the Secretary of Labor may be integrated into existing teacher

training programs to better prepare students for the work force

- AB 917 (Wyland, R-Del Mar) calls for the creation of the Career Technical Education Vision Council, to include both educators and industry representatives that would make recommendations regarding Career Technical Education, and to develop a workforce preparation and strategic plan by December 2007.
- AB 1609 (Liu, D-La Canada Flintridge) would require K-12 school districts to include assessment of career technical education information on the school accountability report card
- SB 102 (Ducheny, D-San Diego) would allow the Employment Training Panel to use its funds for up to five licensed nurse training programs to address the state's need for nurses
- SB 665 (Migden, D-San Francisco) establishes the California Career Resource Network for the purpose of providing career development information and resources
- SB 794 (Scott, D-Altadena) requires the Board of Governors of the California Community Colleges to work with middle and high schools to improve linkages to career technical education pathways

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Volume 25 No. 16