

August 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

LACOROP RECEIVES SIX YEARS!

On May 8, 2006, the Los Angeles County ROP received official notification that it was granted a six-year term of accreditation. Members of the Accrediting Commission for Schools studied the report submitted by the Visiting Committee and noted the stellar aspects of the school. Six years is the maximum term that can be granted to schools and programs.



The term of accreditation reflects the high quality instruction taking place in classrooms and the dedication on many people's part in support of student achievement. Support staff, counselors, parents, and business and industry partners contribute to our high standards of instruction as evidenced in the self-study report and validated by the Visiting Committee.

The Action Plan, developed as part of the self-study report, has already been implemented and many activities in support of the plan will take place at the All District In-service on August 18, 2006 at Rio Hondo Community College. One of the first activities began back in January as consultant staff began to collect classroom safety tests. To review the Action Plan, you can still access Accreditation Plus, and click on the Document Library. If you are new or forgot your password, please contact your Coordinator-in-Charge or Consultant to get on board.

Santa Monica-Malibu USD Named World Cup Champions!



The successful SAGE team just after their presentation. From left to right - Anita Kemp, Instructor, Erick Burger, Anthony Campbell, Sabrina Marin, Doug Monroy, Jasmine Coker, Elizabeth Munoz, Carlton Fortenberry, Malik Moosa, Chris Peterson, Teri Jones, Instructor.

Congratulations to the ROP SAGE (Students for the Advancement of Global Entrepreneurship) Team from Santa Monica High School! As national champions representing the United States of America, they have just returned from the World Cup competition in Shanghai, China. **They were named the World Cup Champions!!!!!!**

Our world champion students and teacher/advisors are:
Students: **Carlton Fortenberry, Doug Monroy, Erick Burger, Malik Moosa, Anthony Campbell, Elizabeth Munoz, Chris Peterson, Sabrina Marin, Jasmine Coker**

Teachers/Advisors: **Teri Jones, Anita Kemp**

Congratulations, Rebecca! Welcome, Sarah!



Rebecca Seher

Rebecca Seher has been promoted to Coordinator-in-Charge. She has been the Business Occupations Consultant for the past four and a half years and was the WASC Co-Lead in Curriculum and Instruction. Congratulations, **Rebecca!**

Sarah Vielma is the new Business Occupations Consultant. **Sarah** has been a middle and high school business teacher for two years in the Anaheim Union High School District and five years with the El Monte Union High School District (Arroyo HS). Prior to teaching, she worked in the private industry with Bank of America. Welcome, **Sarah!**

Salaries Becoming Competitive Tool Again

For the past few years, money has not been the strongest motivator in the employment market. Meaningful work and life-work balance have become the most influential attractors. People are particularly looking for flexibility in working hours so they can enjoy more personal time.

Indications are that more people are making employment decisions based on personal values. They are looking for work that they can enjoy, people they like to work with, and a work environment that is both comfortable and pleasant. Money has not been a major differentiator, since workers have become satisfied with their earnings levels. Of course, we all want more money in our pockets; compensation has just not been a driving force in choosing between one job and employer and another.

When competition for competent employees intensifies, employers tend to emphasize earnings potential. They increase the levels of wages or salaries—and benefits—to entice people who actually would have been happy with their current incomes. When workers have a choice for doing what they like for satisfactory incomes versus performing their preferred kind of work for higher incomes, the decisions are easy.

Excerpt from Herman Trend Alert, July 2006

Are We Serving Them All?

Serving the Needs of All Students

The label or term **nontraditional occupations** (NTO) is used to describe any occupation in which men or women comprise 25% or less of the total employees. If you review the [Nontraditional Career List of California](#), put out by the California Department of Education, you will see that many of the occupations under Family and Consumer Sciences are predominantly female. It is important that ROP courses succeed equally well with men and women. If the ratio of men to women is very different on your campus, then your program needs to look at and remove any barriers that may be precluding equal educational opportunities. In addition, you will want to design processes to encourage and recruit nontraditional students. **Review** the chart below. **Check off** the things you and your ROP program are already doing. **Circle** the activities your program might add. **Discuss** these opportunities with your colleagues. **Identify** specific actions your group is willing to take. Finally, **commit** to a timeline to implement these next steps. What could your program do this year to better serve them all?

To Recruit Students to NTO Programs	To Retain Students in NTO Programs
Create Gender Appealing Publications, Websites, Promotions	Encourage Instructors to Create Equitable Classrooms
Promote Events and Invite NTO Role Models as Speakers	Develop Mentoring Opportunities
Sponsor Booths at Career Fairs	Offer NTO Workplace Experiences
Follow up on Career Interest Surveys	Build a Positive Campus Climate and Commitment
Inform High School, ROP Career and Academic Counselors	Provide Support and Ongoing Positive Reinforcement

A Teaching Tip: Promote Thinking to Go Past “Just Knowing”

Implementing Standards-Based Instructions

Develop a repertoire of questions and strategies for promoting thinking. Many students will tend to function on only a surface level by expecting us to provide whatever they are to learn. Expect students to formulate, not just give responses. Expect them to build, combine, synthesize, and extend. Ask questions like:

- What do you think?
- What are reasonable solutions?
- How does that connect with what we already know?
- If we were to pursue that thinking, where might it take us?
- How could we have used this before?
- What could be the implications?
- How is what you are saying similar to what happened before?
- How is that different?
- What could be the benefits?
- What might be the liabilities?

Excerpt from “Teaching Tips” by Spence Rogers

Getting to Know You *by Debra Mustain*

Each new school year brings opportunities for teachers and students to learn and interact together. Successful group work requires communication among a variety of students. Icebreakers help students to learn about and grow more comfortable with their peers. The icebreakers listed below are samples from a variety of activities from the Washington Activity Coordinators Association website (www.wacaonline.org), one of many sites that give innovative ideas for helping students to meet and connect.



- (For Large Groups) ~ This activity helps a large group of people mingle and meet new people. Each person receives a card from a normal deck of cards; include the jokers as wild cards. If the group is more than 54 people, add as many decks of cards as needed.

TO LEAD ACTIVITY:

1. Have all group members stand in an open area, holding their cards.
 2. Instruct the group to move into a variety of configurations and introduce themselves to the new person or group of people. Give the group a short topic to discuss, such as favorite food, book, movie, etc. Ideas for configurations: Cards with the Same Number, Suits, Straight, Full House (Note that some people will be left without a match. The group leader should help these orphans to make a group of their own or join an existing group.)
- Each person gets a regular size post-it note. They should write a keyword response to a prompt such as, "Something that you know a lot about?" "Something about summer break?" "A teaching idea?" After everyone has an idea, the group informally mingles around and asks each other about the topic. This is a great conversation starter. "Ask Me About..." can be part of the name tag
 - Have the group form an inner and outer circle causing people to pair up. Ask the group a question and give them 1-3 minutes to introduce themselves and discuss each person's answer. When the question is complete they cue the participants to thank their partner and have one of the circles move a determined number to the left. Once with a new partner, ask another question.

Creative questions to ask include:

- 1) What kind of music do you like and why?
 - 2) Explain how you got your name.
 - 3) Tell about your favorite toy as a child.
 - 4) Who is the nicest person that you know?
 - 5) What was your favorite grade in school and why?
 - 6) Tell about an embarrassing moment.
 - 7) If you could have one superpower, what would it be?
 - 8) What is something that you always wish you were better at and why?
 - 9) Describe your most cherished pet.
 - 10) If you could donate one million dollars to a charity, who would you give it to?
- Group Juggling: Group passes objects through the air and says the name of person with whom you are throwing. Add objects, go faster, and/or no talking will increase the difficulty of additional rounds. Koosh balls, small stuffed animals, and bean bags work well for this activity. (Underhand throws only, please.)

TO LEAD ACTIVITY:

1. Stand in a circle with hands out to catch the object. When you catch the object, put your hands down so you can tell who still needs to receive it once. As leader, you start it and also catch it last.
2. Leader starts by calling a person's name, making eye contact, and throwing them the object. That person then catches the object and says "Thank you, (their name)". They then throw to someone else by calling their name and making eye contact. Again, they say "Thank you, (their name)". The "thank you's" help the group learn names.
3. As the leader sizes up the group, they can add more objects into the mix. This gets several objects flying at the same time. Sometimes it's easier if you stop the thank you's at this point or it gets too crazy. Other options... go backwards or send one backwards and one forward at the same time.

Human Map ~ Set perimeter according to a state/city map and have members stand where they live.

Making Standards Work Training Schedule

Aug. 22, 23, 24, 2006—San Gabriel USD; Aug. 28, 29, 31, 2006—Alhambra USD; Sept. 25, 26, 29, 2006—So. Pasadena USD; Oct. 6, 25, & Nov 22—Pasadena USD; Oct. 10, 17, 24, 2006—San Marino USD; Oct. 10, 18, 26—Downey, Bellflower, Paramount, Lynwood; Feb. 16, 23, Mar. 2—El Monte UHSD

Workshops 8:30 a.m.—3:30 p.m. each day. Contact your Steering Committee Representative for more information.

Trade and Industry Tidbits

The California Industrial and Technology Education Consortium (CITEC) develops instructional units, Integrated Performance Activities (IPAs), for California's industrial and technology education (ITE) teachers. Teri Tsosie, Director of Technology and technology teacher at Hermosa Beach City School District, is the IPA project coordinator and provides the leadership for this ongoing activity. She is assisted by Terry Price, Professor and Manufacturing Department Chair at Cerritos College.

Integrated Performance Activities are hands-on, design-based instructional units that address the new Career and Technical Education (CTE) state curriculum standards. These problem solving activities provide an excellent opportunity for instructors to integrate ITE and academic standards.

IPAs that have been completed to date cover the five ITE industry sectors: construction and building trades; manufacturing and product development; engineering and design; transportation; and energy and utilities.

Since its inception two years ago, IPA curriculum development for grades 7 through 12 and beyond has been well received. All grade levels have been represented with an even statewide split of representatives from Northern and Southern California including middle schools, high schools, ROCPs and community colleges.

To date, more than 40 teachers have participated in the publication of over 50 IPAs designed for general access. These IPAs are free and may be downloaded, along with the multimedia components, from: www.citeconline.org/index.htm.

The most recent advancement made to the IPAs has been the multimedia element. This component incorporates a real-world dimension to classroom presentations, bringing an industrial environment into the lesson as students have an opportunity to hear the sounds of manufacturing facilities and businesses that relate to actual classroom assignments.

Ms. Tsosie and two IPA authors, Terry Price of Cerritos College and Warren Jensen of Pleasanton Middle School, have taken the IPA project national, presenting the concept at the National Industrial and Technology Education Association (ITEA) Conference in Baltimore, last March. Hoping to inspire others to develop and share curriculum at the local, regional, and national level, the team shared California's IPAs with the nation's leading technology teachers. Over the past two years, the program has also been presented at a number of conferences throughout California. In fact, a team of writers and ITE teachers from around the state met last month in Monterey to continue the development of IPAs in the five ITE industry sectors.

Comments from teachers who have used IPAs are testament to their effectiveness:

"I have seen common, routine curriculum for technology classes blossom into refreshing and more valid pieces of well laid-out and student followed teaching materials."

"IPAs are well thought out, researched and written to meet all of the state standards we as teachers are mandated to provide our students so they are more aware and competitive in the upcoming work place."

"IPAs are a fantastic 'Planning Tool' for my Manufacturing Technology curriculum!"

"The development time spent is well worth it. The products are "real and engaging" for the kids. The computer-based format makes them easily shared, updatable and tweak-able in the future."

"IPAs allow Technology instructors across the US, to visualize, access and apply ideas and concepts from other instructors and utilize the material in their own classes."

"IPAs give the new Technology teachers a model to see what fascinating things other teachers are doing with their programs. After completing my IPAs, I received numerous calls from instructors wanting further information on the projects."

LACOROP Instructors that have written IPAs:

Regina Cardena, Drafting/CAD Instructor, El Monte UHSD

Julio Guzman, Electronics/Drafting Instructor, Bellflower USD

Phil Jelinek, Automotive Technology Instructor, Monrovia USD

Mario Miranda, Automotive Technology Instructor, Bellflower USD

Roger Smith, Electronics Instructor, Glendale USD

Michael Winters, Electronics/ Building Construction Instructor, San Gabriel USD



Women and the Technology Project



The Women & Industrial Technology Project, sponsored by the California Department of Education, Office of ROCP and Workforce Development is designed to develop and promote a network of women industrial and technology education (ITE) instructors, their supporters, and advocates. The network will serve as a resource to female ITE instructors.

The project is planning a statewide forum for women industrial and technology education teachers in October of 2006. The forum will focus on current concerns in the ITE field, and will consider strategies to encourage the enrollment of nontraditional students. Questions about the proposed forum or discussion topics may be addressed to Penelope Paine at (805) 637-3194 or pennypaine@aol.com. For questions about meeting logistics, schedule, or location, contact Margaret Fichtner at (916) 228-2234, or mfichtner@scoe.net.

CITEC 2006 –2007 Event Calendar

Architectural CAD Workshop
Petaluma High School, Petaluma
8:30 am – 3:30 pm, Saturday, Sept. 9, 2006

CITEC Professional Development Institute
Petaluma High School, Petaluma
8:00 am – 2:00 pm, Saturday, Sept. 30, 2006

CAD SketchUp and Tri-Digital Imaging
Highland High School, Bakersfield
8:30 am – 3:30 pm, Saturday, Sept. 30, 2006

CAD Drafting Workshop
Reedley High School, Reedley
8:30 am – 3:30 pm, Saturday, Oct. 7, 2006

Introduction to Photoshop Workshop
Hermosa Valley School, Hermosa Beach
5:00 pm – 9:00 pm, Wednesday, Oct. 11, 2006
Graphics & Manufacturing Technology
Leadership Meeting and Industrial Tour
Royal Paper Box Company, Montebello
8:30 am – 3:00 pm, Wednesday, Oct. 25, 2006

Construction & Electrical Technology
Leadership Meeting and Industrial Tour
Electrical Training Institute, City of Commerce
8:30 am – 2:30 pm, Wednesday, Nov. 15, 2006

CITEC Professional Development Institute
Doral Resorts, Palm Springs Area
Thursday & Friday, Dec. 7 – 8, 2006

Drafting/Cabinetmaking CAD/CAM
Chico High School, Chico
8:30 am – 3:30 pm, Saturday, Jan. 20, 2007

Advanced Photoshop Workshop
Hermosa Valley School, Hermosa Beach
5:00 pm – 9:00 pm, Wednesday Jan. 24, 2007

Drafting/Cabinetmaking CAD/CAM
Red Bluff High School, Red Bluff
8:30 am – 3:30 p.m. Saturday, April 14, 2007
For additional information contact David D'Aloisio
(562) 922-6727 dalosio_david@lacoedu.edu

Other Industrial and Technology Education Events
National Hot Rod Association Career Opportunity Day
4000 students invited. For reservations, call 562-922-6778
Pomona Fairplex, Pomona
8:30 am – 3:00 p.m. Wednesday, Nov. 8, 2006

CITEA ITE Conference
Radisson Hotel, Fresno
March 22-24, 2007

Elicit Physical Representations

Implementing Standards-Based Instruction

After teaching several concepts, ask the students to form groups of four to five people for a fun activity. Then ask each group to develop a physical way to represent each of the different concepts they have been learning. Give them examples that may be used. Let them know that each group will be expected to work in unison to present to the class their physical representations and will be asked how each of their representations could be construed to contain or exhibit the critical attributes of the concept it represents.

For example, if a concept being taught is "safety," the students may act like umpires in a baseball game as they indicate a runner is "safe."

Excerpt from "Teaching Tips: by Spence Rogers

The Pulse of Health News *By Karin Reynoso*

Teach your students *how* to think, not always *what* to think. Telling students what to think keeps them dependent on you for answers to life's questions and makes them vulnerable to the opinions of others. But training students in quality thinking gives them the tools to make their own wise decisions.

- **Ask factual questions.** When your student brings an issue to you, resist the temptation to give an immediate answer. Rather, help the student come to a conclusion by asking relevant questions. For example, should John spend his savings on a new car or a new computer? Ask John factual questions to help him make his own decision. "Why do you want to replace your old car?" "How much will each item cost?" "What additional equipment would you need to use the car or the computer?"
- **Brainstorm pros and cons.** Brainstorming the pros and cons of an issue also promotes quality thinking. Ask questions that evaluate possible actions based upon the relevant facts. "What are the good and bad things that could happen if you spend your savings on the car? On the computer?" "For which item would you be more willing to wait?"
- **Decide.** Help your student recognize the time to make a decision. For instance, you might say, "Based on what we've discussed, John, what do you think you should do?"
- Quality thinking becomes more valuable as students move toward their teen years. Learning to ask **questions**, **brainstorm solutions**, and make **decisions** teaches students how to think and gives them the tools to make wise personal decisions.

www.healthoccupations.org

This is the web home of the **California Community Colleges Health Occupations** and has valuable information for health careers educators and students. Available on this website you can find:

The Student Success Kit (how to order)
The Online CD-ROM, interactive Allied Health Math Tutorial
Curriculum on Critical Thinking
Labor market information for Health
Health care bills and legislative information
Community College Directory for Allied Health courses
Valuable links to nursing and allied health sites

Health Professions Network

[http://www.healthpronet.org/](http://www.healthpronet.org)

Is an advocacy group that hosts a great website with a section on the "Health Profession of the Month". The following is a small selection of the many professionals featured on the site.

[Radiologist Assistant](#)
[Anesthesiologist Assistants](#)
[Certified Athletic Trainers](#)
[Music Therapy](#)
Nurse Assistant Instructors
[Genetic Counseling](#)
[Certified Surgical Assistants](#)
[Registered Dietitian \(RD\)](#)
[Medical Transcriptionist](#)
Magnetic Resonance Technology
[Certified Medical Assistants](#)



Web Sites to Surf

www.health.gov is a portal to the web sites of a number of multi-agency health initiatives and activities of the U.S. Department of Health and Human Services and other Federal departments and agencies. Where you will find links to general health information, health news, federal agencies and special initiatives.

www.tutormentorconnection.org provides online resources for mentoring and mentoring programs. A good site when connecting students to the world of work and developing lasting and valuable mentorships for students.

The Genetic Revolution: Medicine for the 21st Century

This integrated interdisciplinary project model is designed to help students understand biotechnology and the ethical issues involved in its applications and is available for download at www.health-careers.com

Reading – Not Only for Students

Research shows that by infusing reading and writing into your course, student test scores will rise. Trying to get your

Respecting Differences, Celebrating Diversity

Developing Students' Thinking Skills

Understanding and Working with Health Care Clients and Students from Other Cultures

"Virtually every health care professional and educator in California encounters immigrants as a regular part of the day's work. Whether these interactions are positive or negative, satisfying or frustrating, depends at least in part on the knowledge and understanding the health care professional or educator brings to the encounter."

Source: "Respecting Difference, Celebrating Diversity—Understanding and Working with Health Care Clients and Students from Other Cultures"

Health care professionals and educators need to equip themselves with information that will help them meet the challenge of working with immigrants, non-English speakers, and English language learners competently and compassionately. This October 2005 handbook, *Respecting Differences, Celebrating Diversity – Understanding and Working with Health Care Clients and Students from Other Cultures* provides basic information about the countries from which California's largest immigrant groups come and is available through Kern Resource Center 5801 Sundale Ave., Bakersfield, CA 93309, (611) 827-3266, www.health-careers.org.

Group Interaction Leads to Greater Creativity

While many people are creative in their own right, there's something invigorating about group creativity. Your senses open up and your mind expands when you are sitting around with other likeminded people coming up with ideas.

Fueling group creativity, however, is not always easy since there is usually someone in the group who is shy and uncertain about the validity of his or her ideas. That's why it is important to know the techniques needed to fuel group activity and keep participants involved. Always remember that everyone in the group should be treated equally, and no one should feel threatened.

Here are the top five points to remember when it is your task to keep the creative juices flowing:

- Each person's idea is important no matter how unusual or unusable. Some of the most important contributions to society were probably thought of as senseless and unachievable.
- Pay close attention to everyone in the room, and make sure each person has a voice. If people believe that what they have to say is important and will be taken seriously, then they are more apt to speak up with their ideas.
- Go the extra mile and discuss implementation of a particularly good idea so it isn't forgotten.
- Explore "outside the box" for creative ideas. We would not be where we are today if our ancestors had not been open to looking beyond the norm for solutions.
- Never criticize anyone in the group because his or her ideas do not match your own.
- Some of the most valuable ideas have been brought to life when people were simply enjoying themselves and not expecting to change the world. Enjoy the creative process and the rest will take care of itself.

The Pulse of Health News *Continued*

students to do more outside reading? Try "*Firefighters from the Heart, True Stories and Lessons Learned*" by Steve Chikerotis, ISBN #: 1418014230

Planning for the Future?

Be sure to save these dates:

September 5 – 11, 2006

October 6, 2006

October 11, 2006

October 11-13, 2006

October 27-29, 2006

November 3, 2006

January 1, 2007

January 10, 2007

January, 2007 (tba)

April 11, 2007

July 11, 2007

National Association of EMS Educators Annual Conference (www.naemse.org)

LACOROP Nurse Instructor's Mandatory Inservice

California Counsel of EMS Educators (ww.c2e2.net)

NAEMSE Instructor Course in Las Vegas (www.naemse.org)

NAEMSE Instructor Course in Seattle (www.naemse.org)

3rd annual Health & Safety Careers Consortium Advisory – covering Emergency Medical Services (EMT and EMR), Fire, Nursing, Biotechnology, Community Counselor, Medical Assistant, Sports Injury Prevention, Treatment, and Rehabilitation (Sports Therapy), and Health/Hospital Careers

Emergency Medical Technicians 1(b) are to begin computer based testing through the National Registry of Emergency Medical Technicians as part of their certification process

California Counsel of EMS Educators (ww.c2e2.net)

L.A. County EMSA Annual EMT Updates

California Counsel of EMS Educators (ww.c2e2.net)

California Counsel of EMS Educators (ww.c2e2.net)



Legislative Update

Congress Completes Work on Perkins Reauthorization

Final passage of the “Carl D. Perkins Career and Technical Education Improvement Act of 2006” took place on July 29 with the House of Representatives voting 399-1 for passage. These are huge victories for career and technical education (CTE) and show the respect Congress has for CTE programs and advocates. Following is a summary of key issues:

Terminology: The bill uses the term “career and technical education” throughout, replacing references to “vocational education.”

State Level Funding: The bill maintains funding for state level activities as in current law. Specifically, 10 percent of a state’s allocation can be spent on state leadership activities, and 5 percent can be spent on state administrative activities.

Tech Prep: The bill maintains the Tech Prep program as a separate Title within the bill with its own federal funding stream. However, there are several changes to the Tech Prep program. States will have the flexibility to combine either all, or a portion, of their Tech Prep grant with funds received under the basic state grant.

Accountability Indicators: Several changes were made to the specific performance indicators that states and local programs will have to report on under the new Perkins bills. At the secondary level, academic attainment will now have to be measured by the academic assessments a state has approved under No child Left Behind (NCLB). Graduation rates will also have to be reported as defined in NCLB, and technical proficiency should include student achievement on technical proficiency should include student achievement on technical assessments that are aligned with industry-recognized standards when possible.

Local Accountability: The bill adds a new section on local accountability (similar to language in both the House and Senate Bills) that would require local programs to set specific performance targets and hold them accountable for meeting these targets. Local s may choose to accept the state performance targets or negotiate levels more applicable to their specific circumstances.

Section 118: The bill maintains the Occupational and Employment Information program authorization with a few minor changes to current law. In addition, since Congress has not provided funding for this program in recent appropriations bills, there is additional language related to occupational and employment information incorporated throughout the bill, including in the permissive uses of state leadership funds section. This language would allow states to use leadership funds to support occupational and employment information resources, such as those described in Section 118.

Programs of Study: The bill requires the development and implementation of “programs of study.” These programs of study must:

- Incorporate secondary education and postsecondary education elements;
- Include academic and career and technical content in a coordinated, non-duplicative progression of courses;
- and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor’s degree.

Visit our website: www.lacorop.org