

I CURRICULUM PLANNING

A ARTICULATION

1. **Public Law**

The term "articulation agreement" has been defined by Public Law 101-392, the Perkins Act Amendments of 1990, as "a commitment to a program designed to provide students with a sequence of progressive achievement leading to competencies in a tech-prep education program."

2. **A Working Definition**

The following definition includes all of the key elements of the concept:

*“**Articulation** is a planned, systematic process linking two or more educational systems together. This process permits students to make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year post-secondary level, or from one course, program, or educational level to the next, without experiencing a delay or duplication of learning. A guiding principle of articulation is that no student should be required to repeat the same course content for which credit has already been received.”*

3. **A process, an attitude, and a goal**

This quote from the article, "School-University Network: Toward a Model of Articulation," by W. Henry Con and James Hardy, published in the 1988 issue of the North Central Association Quarterly, provides additional insight into articulation:

Articulation can be characterized as a process, an attitude, and a goal...

a. **A process:**

As a process, it is the coordination of policies and practices among sectors of the education system to produce a smooth flow of students from one sector to another.

b. **An attitude:**

As an attitude, it is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student.

c. **A goal:**

As a goal, it is the creation of an educational system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual, and which eliminates loss of credit, delays and unnecessary duplication of effort.

4. Components of articulation:

The following list includes the major components of successful articulation:

- ?? Articulation Council
- ?? Faculty Involvement
- ?? Curriculum Review
- ?? Competency Match
- ?? Articulation Agreements
- ?? Student Outreach
- ?? Student Support Services
- ?? Student Identification and Tracking

5. Who will benefit from articulation?

All students will benefit from articulation -- the 2-year or 4-year college-bound, the general student who is still undecided, and the student who plans to go directly to work.

College-bound students will gain a better understanding of how their academic studies relate to the world of work. The general population will probably benefit the most, for they will develop a career goal. The at-risk population, however, will also benefit when articulation programs provide the support for program success such as tutoring and counseling. In all cases, students who receive a clearer career direction and have real work-experience opportunities are more likely to do better in school and to continue their education.

6. Who is the target population for articulation?

| Goal | Educational Options | High School Grades 9-12 | Work/Trade or Community College Grades 13-14 | University Grades 15-16 |
|---|---|---|---|--|
| On-the-Job training (Apprenticeship) | Work site Learning Career Preparation 2+ | Strong Academic, Technology, and Career Programs | Business/Industry Training | Management Training |
| Technical Certificate | Trade School Career Preparation 2+2 | Strong Academic, Technology, and Career Programs | Major Specialization (some General Education) | Business Management |
| Associate Degree and/or Bachelor Degree | Community College/University Career Preparation 2+2+2 | Strong Academic, Technology, and Career Programs | Major Specialization (General Education) | General Education (Major Specialization) |
| Bachelor Degree (Liberal Arts) | University Career Preparation 2+4 | Strong Academic, with Foreign Language, Fine Arts, and Technology Electives | General Education (Major Specialization) | Major Specialization (General Education) |

7. How articulation benefits your students

- a. Helps create self-confidence and self-esteem.
- b. Provides incentive to continue their academic, vocational, or career education.
- c. Eases transition through school and to work.
- d. Reduces costs and time by eliminating needless duplication.
- e. Provides a more realistic view of what is expected of them.
- f. Shows relationship between school and work.

8. How articulation benefits instructors

- a. Provides instructors with first-hand knowledge of programs at other sites and levels.
- b. Provides renewed cooperation, understanding and respect among instructors.
- c. Establishes an integrated program to encourage continued education.
- d. Builds interest and self-esteem when instructors see both the student and the program succeed.
- e. Expands opportunities for networking and connecting education and work.

9. How articulation benefits your program

- a. Develops and/or supports relevant courses and programs.
- b. Provides renewed respect and cooperation among all those involved.
- c. Creates more support -- financial, administrative and legislative -- to meet the current needs of educational institutions.
- d. Helps education meet current workplace needs.
- e. Provides the opportunity for "state-of-the-art" technology through the concentration of shared staff, equipment, facilities and training.
- f. Creates a sense of ownership and partnership.
- g. Breaks down barriers within and between educational systems 9-12, 13-14, and 13-16.
- h. Utilizes the business community in curriculum development, program operation and evaluation.
- i. Provides practical application of both academic and vocational skills through work site instruction.

10. Basic steps to consider when developing an articulation program

- a. Cultivate and maintain positive communication and relationships.
- b. Seek and establish the following partnerships:
 - ?? Secondary Education and Post-secondary Education
 - ?? Vocational/Technical Education and Academic Education
- c. Review curriculum and course competencies.
- d. Compare and agree on competencies and related requirements for grades, certification, or credit by exam.
- e. Sign Articulation Agreements (see sample attached).
- f. Establish faculty interaction to integrate academic and vocational skills (i.e., interdisciplinary teams and/or contextual learning settings).
- g. Establish career paths, clusters and majors with total department; add or modify courses as needed.
- h. Consider and work on four-year university programs.
- i. Establish student monitoring and tracking systems, including portfolios.
- j. Follow established articulation processes.
- k. Re-do the cycle with another course or program.

B CHARACTERISTICS OF TODAY'S AND TOMORROW'S WORKPLACE

| <u>Traditional Model</u> | <u>High Performance Model</u> |
|--|--|
| <i>Strategy</i> | |
| ? mass production | ? flexible production |
| ? long production runs | ? customized production |
| ? centralized control | ? decentralized control |
| <i>Production</i> | |
| ? fixed automation | ? flexible automation |
| ? end-of-line quality control | ? on-line quality control |
| ? fragmentation of tasks | ? work teams, multi-skilled workers |
| ? authority vested in supervisors | ? authority delegated to worker |
| <i>Hiring and Human Resources</i> | |
| ? labor-management confrontation | ? labor-management cooperation |
| ? minimal qualifications accepted | ? screening for basic skills abilities |
| ? workers as a cost | ? workforce as an investment |
| <i>Job Ladders</i> | |
| ? internal labor market | ? limited internal labor market |
| ? advancement by seniority | ? advancement by certified skills |
| <i>Training</i> | |
| ? minimal for production workers | ? training sessions for everyone |
| ? specialized for craft workers | ? broader skills sought |

Source: "Competing in the New International Economy." Washington: Office of Technology Assessment, 1990

C CHARACTERISTICS OF TODAY'S AND TOMORROW'S SCHOOLS

| <u>Schools of Today</u> | <u>Schools of Tomorrow</u> |
|--|--|
| <i>Strategy</i> | |
| ? Focus on development of basic skills | ? Focus on development of thinking skills |
| ? Testing separate from teaching | ? Assessment integral to teaching |
| <i>Learning Environment</i> | |
| ? Recitation and recall from short-term memory | ? Students actively construct knowledge for themselves |
| ? Students works as individuals | ? Cooperative problem solving |
| ? Hierarchy sequenced-basics before higher order | ? Skills learned in context of real problems |
| <i>Management</i> | |
| ? Supervision by administration | ? Learner-centered, teacher-directed |
| <i>Outcome</i> | |
| ? Only some students learn to think | ? All students learn to think |

D CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

1. Introduction

Seniors in the class of 2004 will be the first California public school students who must pass a California High School Exit Examination (CAHSEE) to receive a high school diploma. This new graduation requirement was authorized by state law in April 1999 (Senate Bill 2, Statutes of 1999).

The purpose of this California High School Exit Examination (CAHSEE) will be to:

- ?? help improve student achievement in high school
- ?? make sure that graduates meet identified state content standards in reading, writing, and mathematics

The CAHSEE will be administered for the first time in spring 2000-2001. Only students in grade 9 may volunteer to take the test at that time. Beginning 2001-2002, students in grade 10 will be required to take the exam.

Testing dates for the CAHSEE will be designated each year by the State Superintendent of Public Instruction. Students will have multiple opportunities each year to retake any portion of the exam previously not passed. Beginning in 2004, students must pass both portions of the CAHSEE to receive their graduation diploma.

2. Questions and Answers for Teachers

a. *What is the California High School Exit Examination (CAHSEE)?*

State law (Senate Bill 2), passed last spring, authorized the development of the California High School Exit Examination that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.

b. *Who will have to take the CAHSEE?*

The purpose of the CAHSEE is to improve student achievement in high school. It is also to help ensure that students who graduate from high school can demonstrate competency in the content standards for reading, writing, and mathematics, adopted by the State Board of Education (SBE).

c. *Why will students take the High School Exit Examination in grade 10?*

Students must have many opportunities to meet the CAHSEE requirement for a high school diploma and to receive appropriate instruction on the standards covered by the test. Requiring the exam to be taken for the first time in grade 10 provides the opportunity for students who are unsuccessful to receive additional instruction and to retake the exam.

d. *Must English language learners take the CAHSEE?*

If a school district determines that a student does not possess sufficient English language skills to be assessed, the district may defer the requirement that the student pass the CAHSEE for a period of up to 24 calendar months from enrollment in the California public school system. Students must have completed 6 months of instruction in reading, writing, and comprehension in English during that 24-month period. English language learners must pass the exit examination in English to receive a high school diploma.

e. *Must special education students take the CAHSEE?*

Special education students must pass the CAHSEE to receive their high school diploma. The CAHSEE may be administered with appropriate accommodations as required in each student's Individual Educational Plan (IEP) or 504 plan.

f. *What if parents do not want their students tested?*

All students will be required to pass the examination to get a high school diploma from a California public school.

g. *Who decided what the CAHSEE should cover?*

A California High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, reviewed state content standards in English/Language arts and mathematics and identified standards they felt students should master to graduate from high school. The identified standards went through public review and hearings and additional reviews by content and technical committees. Questions for the CAHSEE, based on the selected standards, then were field tested to make sure they were of the highest quality. The SBE conditionally adopted the CAHSEE in September 2000 and approved revised blueprints in December 2000.

h. *What will the reading and writing CAHSEE cover?*

The CAHSEE in reading and writing addresses the SBE-adopted standards through grade 10. The test will consist of multiple-choice questions and two written essays. The reading portion of the test covers vocabulary, informational reading, and literary reading. This section will include 50% literary texts and 50% informational texts. The texts will be grade appropriate and accessible to students in grade 10 who perform at a basic level.

The writing portion will cover writing strategies, applications, and conventions through editing revision questions in a multiple choice format. The test will have one written response to literature or an informational passage and another written response to a writing prompt.

i. *How can students prepare for the CAHSEE?*

It will be important that students take classes that include instruction in state content standards for English/language arts and math. Students will need to use their knowledge of the content identified for the test.

j. *What if my district doesn't use the same standards as the content standards adopted by the State Board?*

Districts are responsible for preparing students to pass the CAHSEE. Districts will need to examine the content standards designated for the CAHSEE and ensure that their students have the opportunity to achieve those standards.

k. *What is my responsibility as a teacher?*

Teachers are responsible for providing instruction aligned to the content standards designated for the CAHSEE and for helping all students reach proficiency in these standards.

l. *Will students and parents be able to see the CAHSEE before the test is administered?*

The CAHSEE teacher guides provide sample test items that represent the types of items in the CAHSEE. Actual test questions will be seen only by the students when they take the examination. This security measure will ensure that the examination is fair for all students.

m. *What if a student is absent on testing days?*

Students will have multiple opportunities each school year to take the CAHSEE after the initial tenth grade test; therefore, students missing a testing date will wait until the next testing date to take the test.

n. *What will happen if a student doesn't pass the CAHSEE?*

Students will be able to retake the examination until the English/language arts and math portions are passed, and they will retake only that portion not previously passed. Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the test. They will also provide summer school programs for students who need additional assistance. This will include summer school for seniors who do not pass the exam.

o. *Will there be alternatives to the CAHSEE?*

The law states that after initial administrations of the CAHSEE, the SBE, in consultation with the State Superintendent of Public Instruction, shall study the appropriateness of other criteria that high school students could use to demonstrate their competency and receive a high school diploma.

Source: Standards and Assessment Division
California Department of Education

E CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (CHSPE)

FACT SHEET FOR THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (CHSPE)

WHAT

Students can earn the legal equivalent of a high school diploma by proving their proficiency in basic skills through the California High School Proficiency Examination (CHSPE).

The CHSPE is developed and monitored by the California Department of Education (CDE) and administered by California Proficiency Testing (CPT), under contract to CDE.

California law provides that the Certificate of Proficiency “shall be equivalent to a high school diplomat.” All persons and institutions controlled by California law that require high school diplomas for any purpose must accept the certificate as satisfying those requirements. It does not equate, however, with completing all coursework required for regular graduation from high school.

Although federal government agencies are not bound by state laws, the U.S. Civil Service Commission has ruled that Certificate of Proficiency shall be accepted in applications for federal civilian employment. Military services policies vary greatly, sometimes fully equating the certificate with a diploma and other times giving it only limited recognition (the same as that given to passing the GED high school equivalency test).

The CHSPE is a 3-hour test. There is a timed essay (30 minutes) and 100 multiple-choice questions. If students finish early they are permitted to leave. CHSPE results are reported as “pass” or “not pass.” No numerical scores are reported. In order to receive a “pass” score, overall scores must meet the minimum standard. There is no limit to the number of times students may take the test, but they must register and pay each time they take it.

Student may take the CHSPE if, on testing day, they:

- ?? Are 16 years of age or older (no upper age limit), **or**
- ?? Have completed at least one academic year of the tenth grade, **or**
- ?? Are enrolled in the second semester of tenth grade.

WHO

California High School Exit Exam vs. California High School Proficiency Exam

The California High School Exit Exam (CAHSEE) is a state-mandated exam administered to freshmen during the 2000-2001 school year, and will be given to freshmen and sophomores in 2001-2002. It is required for these students in order to graduate high school. By 2004, all students will be **required** to pass the CAHSEE in order to receive a diploma of graduation.

The California High School Proficiency Examination (CHSPE) is an optional proficiency in basic skills exam offered for students 16 and older to receive a certificate which is the legal equivalent of a high school diploma. It is important to note, however, that passing the CHSPE does not exempt the student from attending school unless they have parental permission to leave school early.

II INSTRUCTIONAL PROGRAM

(Source: Operations Handbook for California's
Regional Occupational Centers and Programs, Fall 2000)

A COURSE DEVELOPMENT

ROCP courses shall be developed with the cooperation of industry representatives from the occupation for which the course is designed. Subject matter Advisory Committees are a mandatory component of course development, which provides direction in the identification of course goals, objectives and competencies, and in the selection of course content. The course outline will serve as the ROCP teacher's road map for providing learning experiences and opportunities for students to achieve career technical objectives effectively and efficiently, ensuring competency achievement.

The Model Course Outline Template provides the elements to be considered in the development of a new ROCP course. All ten areas of the template must be addressed. (See model Course Outline Template beginning on the following pages)

1. **Statewide Course Outlines**

There are instances when course outlines are developed at the state level. These usually occur when there is an industry desire to have standardized course content, which directly benefits that industry. In development of a statewide course outline, the California Department of Education convenes a meeting with ROP and industry representatives from throughout the state, which serves as the Advisory Committee. Labor market information is furnished by the industry, and represents the entire state. Once the course outline is developed, CDE transmits the packet containing the outline, the Advisory Committee minutes, and the labor market information to all ROP's statewide. The certification is valid at all ROP's offering the course for the first year only.

When submitting the course certification form before offering the course, the local ROP only needs to indicate "statewide course outline" on the form. No attachments are needed.

After the first year, any ROP offering the course must convene an appropriate local Advisory Committee. Additionally, any ROP wishing to modify the course outline to better fit the local labor market must convene an appropriate Advisory Committee.

The first course outline to be approved at the State level was the Internetworking, Levels 3 & 4 course developed with CDE, ROP's and the CISCO network company. This course was developed to meet the need of the computer networking industry for skilled technicians and web designers. It was developed in 1999.

In 2000, CDE, the Department of Developmental Services, and administrators of group homes serving the developmentally disabled, developed a course outline for the Direct Support Professional Program. The course grew out of a related course that many ROP's offer under contract education for people currently employed in the industry. This new course, for which ROP's can collect ADA, was developed at the request of the group home caregiver community and ROP's, which saw the need to develop a training program for workers interested in entering the care-giving field.

As the need arises, other statewide course outlines may be developed.

2. Course Outline Template

a. Course Title: The course title should include mention of the occupational area/outcome.

b. CBEDS Title: The title should be followed by the appropriate CBEDS.

c. CBEDS Number: California Basic Educational Data Systems) occupational cluster title and number. These may be found in the Publication, *California Vocational Education Codes, Titles, Definitions*.

d. Job Titles: This section should list those job titles for which the course prepares students, as identified by the course Advisory Committee. Included should be D.O.T. (*Dictionary of Occupational Titles*) codes if available. Some new job titles – especially in technology areas – may not yet have DOT codes but should still be listed, if in common use in the industry.

e. Course Description:

The course description should:

- ?? be understandable by a prospective student;
- ?? identify essential components of the course, including both general workplace skills and industry-specific skills;
- ?? reference jobs/employment for which it prepares students or the pathway of which it is a part;
- ?? include instructional methodologies to be used, including, especially, mention of work-based learning options (community classroom/cooperative vocational education) for eligible students.

If the course is part of a defined sequence/pathway of courses, these should be identified within or following the course description, either by narrative or graphically.

f. Hours: Total course hours should be indicated, including work based learning hours (community classroom and cooperative vocational education). These may be listed separately or included in the course description.

g. Prerequisites: Prerequisites should be listed, including desired academic skills. *Recommended* prerequisites may also be listed to alert students to optimal skill level to maximize learning.

- h. Date:** Somewhere the date of the creation/revision should be indicated.
- i. Course outline:** The course outline should include two major components: *general workplace skills* (career preparation standards/SCANS skills) and content area skills (occupationally specific skills).

1) General workplace skills should include those identified in the SCANS and other documents

- ?? personal development (ethics, attendance, personal grooming, self-management, etc.);
- ?? lifelong learning and industry-appropriate academic skills;
- ?? communication (listening, speaking, writing);
- ?? problem-solving;
- ?? interpersonal/team skills;
- ?? information and technology skills;
- ?? ability to identify and manage resources;
- ?? understanding of systems, both organizational and industry-specific;
- ?? employment literacy (job search and career development skills);
- ?? all aspects of the industry, including safety, diversity, sexual harassment, labor-community relations.

Also recommended in this section, are technical reading and writing skills, as well as entrepreneurship, where appropriate, to help students launch their own small business endeavors.

2) Content area skills should reflect industry standards and should include all required skills for entry-level employment OR requisite skills for the next step in the career pathway if the course does not lead directly to entry-level employment. Skills should be grouped logically within units that are titled. An outline or hierarchical numbering system should be used.

3) Expected student proficiencies (statements of what the student will be able to do upon completion of the course) should be listed somewhere in the course outline. It is recommended that the *entire* course outline be written in this competency-based format; in other words, all skills to be taught should be listed as statements of what the student *will be able to do*, rather than as topics. This ensures consistency of standards from one teacher to the other, assists with lesson planning and development of ITPS and certificates, and is more reflective of industry skills standards.

4) Hours of instruction for each unit should be indicated. In classes where there is, in addition to classroom instruction, a lab, community classroom, and/or cooperative vocational education component, hours of instruction for a particular competency area should be divided between/among these categories, as appropriate.

5) Industry/licensing requirements addressed, if appropriate.

j. Additional recommended/optional items:

- 1) Articulation:** Formalized articulation agreements should be mentioned.
- 2) Academic credit:** Indicate whether the course may be used for academic credit in any subject areas, and identify in which districts.
- 3) Instructional strategies:** List or describe methodologies to be employed, including simulations, demonstration, lab.
- 4) Instructional materials:** Identify recommended/approved texts, videos, and software.
- 5) Certificates:** Identify requirements to receive certificates. In longer courses, where several certificates/records of competency may be obtained, course units/competencies needed for each should be identified.

B COURSE CERTIFICATION

In accordance with proposed changes to Title V, courses offered by an ROCP shall be subject to certification by CDE. Such certification provides assurance that the ROCP adhered to the proper development of the ROCP course and should be submitted to CDE with the course outline for certification.

1. **Procedures for CDE Certification of ROCP Course Development Process**

- a. All new course outlines must be submitted within 15 working days of governing board approval. (All existing courses must be submitted to CDE for certification by December 31, 2005.)
- b. CDE will review the submitted materials to determine whether all required steps in the course development process, according to the ROCP Operations Handbook, have been completed.
- c. Within 20 working days of receipt of the course outline, CDE will either provide written certification of the course, or notify the contact person identified on Form ROCP 2000 that certification cannot be given. Such notification may be made by telephone contact, and shall include identification of the missing steps in the course development process. If the additional documentation required for certification cannot be submitted immediately, CDE will provide written notification of the reasons for not certifying the course to the ROCP Director/Superintendent.
- d. The ROCP will then have 90 days to address issues identified by CDE.
- e. If issues remain unresolved after 90 calendar days from initial notification by CDE, CDE will send a letter to the Director/Superintendent providing notification that a letter will be sent in 30 calendar days to the local governing board explaining why certification for the course was not provided. The letter will explain that it is the responsibility of the governing board to ensure that courses have been developed appropriately in accordance with the ROCP Handbook per Education Code Section 52309.
- f. An ROCP may appeal a CDE decision to the CDE Director of the Standards and High School Development Division.

C LABOR MARKET INFORMATION

The primary consideration in the development of an ROCP course is the support that current local and regional job market conditions can give to the course. Whether creating a new course design or updating an existing course, a thorough job market analysis is essential. Key to this analysis is input from members of Advisory Committees and other potential employers.

A suggested job market analysis process is presented below:

CREATION
 Update
 New/Emerging
 ?
 ECONOMIC CONDITIONS
 Local
 Regional
 National
 International
 ?
 IDENTIFICATION
 Job Titles
 Work Environment
 Competencies
 Apprenticeships, etc.
 ?
 PRIORITY DEMAND
 Local
 State
 National
 ?
 SUPPLY/RESOURCE IDENTIFICATION
 Local
 State
 National
 ?
 EVALUATION/RECOMMENDATION
 ROC/P Administration
 Advisory Committee
 Governing Board

Labor market information is also an essential element in program assessment and evaluation. As an ongoing process, the Biennial Review requires certain current job market information to validate program appropriateness. The implementation, continuance, or termination of a course depends, in part, upon labor market demand. An excellent resource is the California Occupational Information Coordinating Committee, 660 J Street, Suite 300, Sacramento, CA 95814. Information may be obtained by telephone at (916) 323-6544 or via their web site at: <http://www.soicc.ca.gov>

D ADVISORY COMMITTEE

Subject matter Advisory Committees provide a vital link between ROCP educational endeavors and the employment trends and needs of the community.

The role of an Advisory Committee includes:

1. Assisting in curriculum review, verification of labor market needs and placement
2. Offering information that will help design, update, modify, expand, and improve the quality of vocational courses
3. Giving added support and strength to the relationship between business, industry, the community, and education
4. Recommending competent personnel with appropriate experience as potential instructors
5. Assisting in the promotion of the occupational program
6. Playing an active role in assisting with the placement of students
7. Meeting the accountability requirements set by the CDE

Advisory Committees should have sufficient membership to be representative of the occupation(s) taught. A committee of five to seven members is considered by some to be small enough to permit active participation and yet large enough to be able to offer broad points of view. Title 5, §11504(i)(1) indicates: "The majority of the committee membership shall represent the occupation for which instruction is given." This is the only legal reference to the size of Advisory Committees. When Advisory Committee members are selected, the following criteria might be considered:

1. Knowledge of community and subject matter
2. Appropriate experience
3. Adequate time for preparation
4. Good character
5. Interest and dependability
6. Civic-mindedness
7. Enthusiasm
8. Creativity
9. Insight
10. Ability to communicate
11. Interest in youth
12. Representative of the ethnic makeup of the community

The Advisory Committee will convene at least annually and must represent an individual course or program. Additional advisory meetings during the year is at the discretion of the LEA (local education agency), depending on need and feasibility. The Advisory Committee should meet regularly enough to adequately assess and evaluate the program.

E CALIFORNIA'S ACCOUNTABILITY SYSTEM

With the passage of SB1X, Public Schools Accountability Act of 1999 (PSAA), California's accountability system has become one of the most comprehensive in the nation. California's policies now encompass five areas of an integrated accountability system: statewide assessment, school report cards, school rankings, rewards, interventions, and sanctions. The statewide assessment of basic academic skills, the Stanford 9, is part of the Standardized Testing and Reporting (STAR) program and is currently used to calculate a school's Academic Performance Index (API). The API is used to measure school performance, set academic growth targets, and monitor progress over time. An augmented STAR test, based on statewide academic standards and results of the California High School Exit Examination will be added to the API.

Passage of SB 2X, California High School Exit Examination of 1999 (CAHSEE) emphasizes public education's goal of ensuring that each student graduates from high school with the skills and knowledge needed to be successful in college or the workplace. SB2X challenges public education to fully align curriculum and instruction to state standards so students are well prepared for this assessment. The CAHSEE is aligned to California's language arts and mathematics content standards. SB2X requires districts to provide supplemental instruction to students who do not demonstrate sufficient progress towards passing the exam. How districts provide this support is a local decision. It is imperative that ROCP course offerings are able to demonstrate alignment as well as supplemental instructional support of these content standards.

F OTHER CONSIDERATIONS

1. **Instructional Contracts**

Under certain circumstances, ROCPs may desire to contract with other agencies (school districts, community colleges, private post-secondary school) for instructional services. Instructional contract elements and requirements are a local issue but detailed specifics are encouraged.

2. **Special Education Programs**

ROCPs can play a significant role in meeting the specific educational needs for secondary special education students. ROCP staff should be involved in the Individual Educational Program (IEP) or Individualized Transition Plan (ITP) development in order to provide the most suitable and effective training and support services for the student. These services may include comprehensive assessment, adaptation of instruction, placement in supportive employment, and guidance and counseling to facilitate the transition from school to post-school employment.

Here are some basic ways in which ROCPs can provide instructional programs.

?? Regular ROCP Course:

Full inclusion refers to integrating students with disabilities in the same setting as students without disabilities, and providing supportive services and resources as necessary to enable the student to be successful in completing the program and achieving the desired outcomes. Full inclusion into ROCP allows the student with a disability to experience this type of realistic work situation. Full inclusion is most effective when the ROCP and high school staff work together to provide the most suitable learning environment for the student. To ensure positive outcomes, specific student conditions and needs must be identified and shared with the mainstream teacher. Ongoing communication between departments can also enhance the probability of success and reduce the possibility of a negative experience.

?? Special Services:

Such services may include adaptation of the curriculum, varied instructional strategies, equipment, and/or facilities in order to provide training to the student in the mainstream program. Individualized instruction or utilization of cooperative learning techniques may be another way in which the regular program can be adapted. Additional support such as tutoring, career counseling, supportive employment, WorkAbility, and Transition Partnership Programs may be utilized.

?? Separate, Specialized Programs:

In the event that there are enough students with similar educational needs, the ROCP may elect to develop a specialized course for the group. The advantages are that the whole program can be adapted to the students' needs and the instructors can be selected based on expertise in working with students with disabilities. Because this type of program takes the student out of the mainstream and generally provides an environment that may not simulate the real work setting, the separate specialization program should be limited and used as a starting point before taking other ROP courses.

3. Transition Programs

Transition programs provide comprehensive employment services that enable students with disabilities to secure and maintain unsubsidized employment in the private and public sector. The primary focus of the model is to actively involve employers, consumers, parents, educators, and community and agency support personnel in the training and placement of these students for the promotion of their improved community integration and vocational independence. The following is a brief description of the transition programs.

WorkAbility I began as a program in 1981 and tests the concept of work experience with special education students. WorkAbility I is funded by the California Department of Education, Special Education Division.

Transition Partnership Programs were initiated in 1987 as a joint project between the California Department of Education. These programs serve secondary students with disabilities who are also DR clients/consumers. The purpose is to promote DR and CDE collaboration through local program which assist the students/clients/consumers to prepare for the transition into competitive employment and/or post-secondary education.

Workability II, enacted in the Fall of 1985, was designed to promote collaboration between the California Department of Rehabilitation and the California Department of Education, and was established as the first official cooperative program between these two agencies. The program operates from adult schools and ROCPs in conjunction with local offices of DR to provide a blending of vocational services to high school students, adults and out-of-school youth who meet acceptance requirements.

4. Department of Rehabilitation

Local California Department of Rehabilitation offices work closely with many educational agencies, including ROCPs. The Vocational Rehabilitation Program is designed to assist persons with a diagnosable disability and a barrier to employment to go to work.

When ROCPs become involved in developing a training program involving rehabilitation clients/consumers, it is important to know the functional limitation of each consumer so that an appropriate type of training program can be prescribed. When establishing a program, it is highly recommended that both the local rehabilitation office and the ROCP develop a contract or agreement of services so that both parties may have a clear understanding of roles of each agency, services, and amount of time provided to the consumer.

G METHODOLOGY PRACTICES & STRATEGIES

1. **Work-Based Learning**

In order to address the elements of national and state initiatives, schools are looking at school-based and work-based programs in a new light. In order to meet the needs of students, employers, and the community, schools are expanding their programs that offer experiential learning. These programs include Community Classrooms, Cooperative Vocational Education, Internships, Job Shadowing, Mentoring, School-based Enterprises, Service Learning, Agricultural Education's Supervised Occupational Experience Program, Tech Prep Education, Transition Partnership Program, WorkAbility, Work Experience Education Program and Youth Apprenticeships.

A distinct advantage that ROCPs have is the ability to utilize local industrial and business sites to conduct their instructional programs and/or deliver instructional methodologies. Use as an instructional methodology places community classroom and cooperative vocational education into a special sub-set of work-based learning that is available in ROCPs.

2. **Community Classroom**

The community classroom instructional methodology utilizes unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring entry-level employment. The intent of the community classroom methodology is to provide additional resources so that concurrent formalized classroom instruction can be extended and the acquisition of saleable skills enhanced.

3. **Cooperative Vocational Education (CVE)**

Cooperative Vocational Education is an instructional methodology which correlates concurrent formal career technical classroom instruction with regularly scheduled, paid, on-the-job training experience. Cooperative Vocational Education assists students in developing and refining occupational competencies (attitudes, skills, and knowledge) needed to acquire, adjust and become knowledgeable in the occupational area.

Community Classroom & Cooperative Vocational Education

Various items need to be considered when developing a community classroom and/or cooperative vocational education site. Among these are:

1. A mandated joint venture training agreement and plan, including student responsibilities, parent/guardian responsibilities where appropriate, employer responsibilities and ROCP responsibility.
2. Agreement of affiliation with the site owner or manager on the following:
 - ?? Utilization of space and services at the site
 - ?? Qualified staff to provide supervision and instruction
 - ?? Materials and equipment use as appropriate
 - ?? Training plans
 - ?? Displacement of employees
 - ?? Access to site without discrimination
 - ?? Hold harmless clause
 - ?? Liability limits and workers' compensation
 - ?? Effective dates and terms to continue or cease
3. Training plan or educational plan to be reviewed by student, teacher, and appropriate site personnel.
4. Student time sheet to log time on task for a variety of tasks throughout the training experience.
5. A Participant Agreement Form outlining student expectations while on site.

III ADVISORY COMMITTEE

A PURPOSE

An Advisory Committee must meet at least annually and represents an individual course or program. Additional advisory meetings during the year are at the discretion of the ESGVROP/TC, depending on need and feasibility.

The main purpose of Advisory Committee meetings are:

1. An Advisory Committee assists in curriculum review, verification of labor market needs and training/job placement.
2. Advisory Committee members provide information which help design, up-date, modify, expand, and improve the quality of every ROP/TC coursework.
3. An Advisory Committee enables the ROP/TC to obtain added support and strengthens the relationship between business, industry, the community, and education.
4. An Advisory Committee enables the ROP/TC to meet accountability requirements set by the California State Department of Education.
5. Each individual course (or department) MUST HAVE a formal Advisory Committee meeting at least once a year.
6. If an Advisory Committee is organized to serve one complete department, each individual course must be represented.

B COMPOSITION OF ADVISORY COMMITTEE

1. An Advisory Committee should be large enough to be representative of the occupation(s) taught. Fifty-one percent of Advisory Committee members must be representatives of business/industry.
2. An Advisory Committee should be small enough to permit active participation in the discussion of items of concern and in the formation of recommendations.
3. An Advisory Committee, where practical, should reflect the community populations and have representation from various interest groups (including students and parents).
4. When Advisory Committee members are selected, the following criteria should be considered:
 - a. Knowledge of community and subject matter
 - b. Appropriate experience
 - c. Adequate time for participation
 - d. Good character
 - e. Interest and dependability
 - f. Civic-mindedness
 - g. Enthusiasm
 - h. Creativity
 - i. Insight
 - j. Ability to communicate
 - k. Interest youth
 - l. Interest in education
5. When Advisory Committee meetings are held by department or region, each course must have time to contribute and meet together.

C FUNCTIONS AND RESPONSIBILITIES OF ADVISORY COMMITTEE

1. Verify job market needs of local or regional labor market.
2. Advise in matters related to appropriate activities, course content, and the competencies needed.
3. Advise on instructional facilities, equipment and appropriate technology.
4. Assist in long-range program planning.
5. Act as a liaison between the community and ROPTC.
6. Serve as a community resource.
7. Recommend competent personnel with appropriate experience as potential instructors.
8. Assist in promotion of the occupational program.
9. Maintain an active role in assisting with placement of students.
10. Advise regarding all trends in the labor market.
11. Approve new courses, make recommendations or changes.

D ROP/TC INSTRUCTOR RESPONSIBILITIES AND DUTIES

1. Select members and develop committee.
2. Insure at least 51% business membership.
3. Hold the first Advisory Committee meeting prior to the end of the first semester. If a second Advisory Committee meeting is needed/wanted, a spring meeting should be planned.
4. Establish dates for meetings* and notify ROP/TC Administrative Assistant for inclusion on the Master Calendar.
5. Arrange for a committee member to chair the meeting.
6. Prepare agenda, obtain state and national labor market information (see Student Achievement and any other offices) handouts.
7. Make provisions for: meeting room, comfortable seating, and refreshments (if any) you may want to serve.
8. Keep attendance and record the proceedings of the committee.
9. Send notices of meetings and copies of previous minutes to all committee members, Joint Board of Management other appropriate ROC/P personnel.
10. Ask for RSVP from members and staff.
11. File minutes with the ROP/TC office and copy for Supervisor.
11. Report any follow-up activities based upon committee members recommendations to the entire committee.

* A two-week advance notice is required

E PLANNING AND CONDUCTING THE MEETING

1. *Note:* If several ROP/TC instructors teach related courses, they may work together and have a combined meeting. An Advisory Committee can also be organized by department or on a regional basis.
2. The time and place of the meeting should be arranged for the convenience of the majority of committee members.
3. A notice of the meeting and the agenda should be sent to each committee member three (3) weeks prior to the meeting. Minutes of the previous meeting could be included and any information you would like them to look over before the meeting.
4. A telephone call or visit to the committee members should be made during the week prior to the meeting to serve as reminder and a welcome.
5. The agenda should be planned with specific objectives and outcomes for the meeting. (Course Outline, Training Plan, Curriculum changes, Labor Market, Placement).
6. The Advisory Committee Meeting should be chaired by a member of business/industry from your committee. The ROP/TC Instructor may serve as the chair until one is selected.
7. A copy of the minutes of the meeting should be sent to each member, to appropriate ROP/TC Staff, Supervisor and the file in the Main Office. A "Thank You" note to accompany the minutes is appropriate.

F ADVISORY COMMITTEE FORMS

Please use the following Advisory Committee Forms to plan, conduct, and record Advisory Committee meetings. The below listed forms and samples are available for your use in the appendix:

1. Invitation letter to meet for current or prospective Advisory Committee members
2. Agenda Format
3. Minutes Outline Form
4. Advisory Committee Questions (for courses with and without on-the-job training)
5. Job Market Survey Form
6. Sign-In Sheet
7. Sample "Thank You" Letter

IV COOPERATIVE VOCATIONAL EDUCATION (CVE)

A CVE DEFINITION

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| CVE - TITLE V ADMINISTRATIVE CODE 10100 DEFINITION |
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- a. "Cooperative Vocational Education" is an instructional methodology which correlates concurrent, formal vocational classroom instruction with regularly scheduled, paid on-the-job training experience. Cooperative vocational education assists students to develop and refine occupational competencies (attitudes, skills and knowledge) needed to acquire, adjust, and advance in an occupation.
- b. "Competency" means the prescribed performance level for a skill knowledge, and attitude necessary to accomplish a job task.
- c. "Formal Vocational Instruction" means instruction provided by qualified teacher, utilizing a lesson plan, to a group of students in a classroom.
- d. "Related Classroom Instruction" means formal vocational instruction which is correlated with paid on-the-job training experiences.
- e. "Cooperative Vocational Education Teacher" is the Certificated vocational education instructor, employed by the local educational agency operating a cooperative vocational education instructional methodology, who provides the formal vocational classroom instruction, conducts the required visitations to paid on- the-job training stations, and verifies student acquisition of competencies identified in the training plan.
- f. "Cooperative Vocational Education Training Agreement" is a written document which describes the conditions and requirements to be met by those parties (school, employer, student, and parent) involved with the utilization of business an industry resources for vocational instruction.
- g. "Cooperative Vocational Education Individualized Training Plan" is a written document that identifies those competencies the student will acquire through vocational classroom instruction and paid on-the-job training experiences.

B INSTRUCTOR REPOSIBILITIES

The following information is the responsibility of any instructor who deals with CVE students as part of the classroom:

1. Verify that the student enrolling in CVE has a job that correlates classroom instruction with paid on-the-job experience.
2. A CVE Training Agreement (see appendix) must be have been properly signed by the Instructor of record, parents, and employer.
3. The original copy of the agreement along with a copy of the work permit is forwarded to the CVE Coordinator (check with main office). Note: Work Experience/CVE square on the work permit must be checked, or the letters CVE on line provided beneath Work Experience.
4. The instructor must file weekly time sheets of CVE for student's paid employment. These should correspond with weekly ADA attendance report, no more than 15 hours of OJT hours per week plus related classroom instructional hours. Keep a record of related classroom instruction hours, separate form OJT hours, in your roll book. On your weekly ADA attendance sheet, these hours are combined.
5. A CVE student must get a minimum equivalency of three instructional periods per week. A classroom instructional period must equal at least 50 minutes and be related to competencies of the on-the-job experience.
6. The instructor must have a training plan for each employer and, out of two visits, include an observation of student engaged in on-the-job experience.
7. The instructor shall make at least one visitation every four weeks to each employer and, one out of two visits, include an observation of the student engaged in on-the-job training. Keep a record of your visitations, and a written evaluation of each CVE student during your visitations. Use the ESGVROPTC visitation cards for notation of your visit.
8. Only the classroom instructor of CVE can provide the required supervision/coordination.
9. The instructor must have a training plan for each CVE student; refer to the existing community classroom training plan. The training plan should include, but not be limited to the following.
 - a. Competencies to be included in the instructional objectives of the approved course/program.
 - b. Estimated duration of training hours for competencies.
 - c. Identification of competencies to be taught in either related classroom instruction or at the OJT workplace.
 - d. The existing training plan can be modified to reflect CVE by adding and deleting competencies to reflect student's job responsibilities.

C CVE ENROLLMENT PROCESS

For ROPT/C students who receive *actual* paid employment:

1. The instructor will initiate the ROPTC/CVE Training Agreements by signing the area for teacher of record. Student is given **CVE Classroom Agreement** for processing.
2. Student will sign training agreement form and take this form to the home school to have CVE Work Permit initiated. (Student must inquire at their home school as to the person responsible for processing work permits.)
3. Student takes Training Agreement and Work Permit application to place of employment to have employer sign Training Agreement and fill out necessary information on Work Permit application.
4. Student will return Work Permit application form to home school and person initiating work permit will send copy of Work Permit to teacher of record.
5. Student will have parent/guardian sign Training Agreement and return to teacher of record. NOTE! This must be done within a one-week time period. Student will return CVE Classroom Agreement.
6. Teacher of record will forward the original Training Agreement along with a copy of Work Permit to CVE Coordinator's office.
7. CVE Coordinator will sign off on Training Agreement and return copies of Training Agreement to be distributed along with a CVE file and progress record.

D CVE FORMS

There are several CVE forms available in the appendix:

1. ROP/TC Cooperative Vocational Education Training Agreement
2. CVE Classroom Agreement
3. "Agreement to Work Past 10:00 p.m."
4. ROPTC / CVE Problem Report (Notice to Parents)
5. CVE Weekly Time Sheet
6. CVE / Community Classroom Time Sheet
7. On-the-Job Supervision Report