COLTON REDLANDS YUCAIPA
REGIONAL OCCUPATIONAL PROGRAM
Inspiring Possibilities

Strategic Action Plan
Our S.T.O.R.Y.

2022-2023

June 16, 2022, Leadership Event, Attendees

Breeanna Allenbach	Accounting Technician	Meghan Llamas	Program Support Specialist
David Aman	Special Projects Coordinator	Wendy McClung	Teacher on Special Assignment
Heidi Brady	Executive Administration Assistant	Sandy Mortensen	Director of Student Services
Lisa Comnick	Teacher	Julia Nunez	Career Readiness Specialist
Maria Cutz	Human Resources Specialist	Daniel Padilla	Teacher
Melissa Dix	Director of Educational Services	Chellie Purdie	Teacher
Jeffrey Esmus	Teacher	Scott Raine	Program Manager
Lynnae Hanson	Special Projects Manager	Debra Rodgers	Teacher
Robert Harshberger	Teacher	Erika Sherman	Employment Program Specialist II
Elena Hernandez	Program Manager	Chanel Taitt	Teacher
Mary Hernandez	Teacher	Jessica Titus	Teacher
Renee Hernandez	Program Support Specialist	Robert Velasquez	Teacher
Crystal Hickey	Teacher	Marcia Zaroff	Teacher
Sandra Horvatich	ICT Manager	Tracie Zerpoli	Superintendent

Timeline of Events	
June 16 2022	Selected staff attended action planning
September 15, 2022	Leadership adds content to plan
January 26, 2023	Present to Staff
February 8, 2023	2022-2023 Present to Governing Board
March 1, 2023	Review Plan
June 30, 2023	Evaluate plan for implementation

CRY-ROP's

S. T. O. R. Y

Why Counselors Might Place Students in ROP Classes

- Accessible and variety
- Advisory meeting minutes
- A-G credits/ elective credit
- Career exploration
- Certifications
- College credit/articulation
- Community classroom opportunities (internships)
- Career Technical Student Organization (CTSO) opportunities
- Employability skills
- Equitable learning opportunities
- Exploratory/ exposure to new careers
- Hands-on activities
- Industry training for students
- Informs college choices.
- Leadership opportunities
- Students learn what they want to pursue as a career
- Life skills
- Networking
- New ways to learn in the classroom.
- Pathway completion
- Provide a skill.
- Scholarship opportunities
- Student interest
- Support Counselor and student goals
- Teachers have industry experience
- To assist with master schedule

Why Parents Might Consider ROP Classes

- Some classes earn A-G credit.
- Career exploration opportunities (online)
- Certifications
- College and Career ready
- College credit
- Community classroom/internships
- Career Technical Student Organization competitions
- Free training
- Hands on experience
- Industry connections/guest speakers
- Interest driven
- Internships
- Leadership opportunities
- Leads to a job
- Life skills
- Help pick students' college major.
- Make-up credits
- Pathway completion
- Prep for life after high school
- Professional relationships and networking
- Relevant skills
- Scholarship opportunities
- Spark interest
- Students want to go to school
- Ties academics to real life
- Up-to-date technology
- Field trips
- Well rounded

Why Districts might Value CTE/ROP	**2021/22 YES Moments**
- Add value to educational experience - Advisory panels - Aligned with district goals - All working for students' education - College and Career indicator - Teachers with industry experience - College credit - Students learn employability skills - Fully equipped classrooms - CRY-ROP is good at what they do - Hands-on skills - Industry connections, resources, and relationships - Industry experts - Leadership skills - Maintaining our own equipment - Nontraditional classes - CTE benefits, opportunities, experience, and real world - Passionate employees - Students' experiences - Students get to explore their potential future career - Talent, our staff - Transferable skills - Value CTE provides - Manage CTE grants	2022 Completed Advisories 50th anniversary celebration and student showcase - Ambulance simulator and emergency medical lab - Building purchase - Back from COVID, teachers still using technology, i.e., Google Classroom and digital tools - COLA - COVID Stipend for employees - Employability module- very next day student had an interview and said they got the job because of the workshop they attended - Evening of Excellence and student video - Graphic design student won Kaiser logo contest - Highest enrollment in Career Express Online (CEO) to date - Increased scholarships for students - Industry certifications increased for students - New mentor support for Teacher Induction Program (TIP) - New SWP Teacher on Assignment (TOA) "Now I know what I want to do because I took your class" -student - New tools, equipment, and supplies for classrooms. - Rewarding student experiences - Started resident substitute program - Student sharing how grateful they were about articulation credit - Students teaching students projects shows retention - Superintendent board update and handouts - Students learned and developed interpersonal skills - Updated CRY-ROP website. - Working at CRYROP - Workability placed more students than required in contract

2022-2023 Tackle

- Address teacher turnover and employee retention

- Address student learning loss

- Connect middle & high school students

- Decrease staff absences

- Educate our community and education partners on CTE 101

- Increase counselor understanding of CTE

- Increase student pathway completion

- Increase scholarship dollars

- Increase parent involvement

- Increase participation in teacher collaboration & professional development

- Provide employee wellness resources

- Reduce ROP stereotypes: "Only for kids who are not going to college."

- ROP/CTE graduation recognition (pathway cords)

- Status update on all purchase orders

- Sub coverage (classified teachers, office coverage, over-tasked employees)

- Taking responsibility ("I don't know, no one told me.")

- Teacher's salary schedule

A: Adult Schools, Administration, Advisory Boards, Automation, Apathy, Application Process, Attitudes toward CTE, Alignment w/Post-Secondary, A-G, Articulation, Area, Availability, Acceptable, Advocacy, Assignment monitoring

B: Business, Budget, Business/Industry Trends, Bias of CTE, School Boards, Birth Rate, Bills (Senate/Assembly), Blue Collar Employment, Board of Education, Best Practices, Board approval, Balance

C: COVID-19, College Partnerships, Charter Schools, Credentialing, Capacity, CDE, Competition, Cool stuff, Cash, Community College, Curriculum, CCCCO/CDE Leaders, Congress, CAJPJAC, CCI, CTE TEACH, Connections to Community, Counselors, County, Cabinet, Collaboration, Competence, Community, COLA, Commitments, Climate, Chamber of Commerce, ChatGPT

D: Dual Enrollment, District Needs, Degree Requirements, Data, Department of Finance, Digital Devices, Declining Populations, Demographics, Donors, Deadlines, Development, Distance, Details, Disasters, Drought, Departments, Demonstrations, Distractions, Declining enrollment

E: Employees, Economy, Enrollment, Education, Environment, Exposure, Elections, Expectations, Economics, Employers, Equity, Education Policy, Equality, Ethics, Eligibility, Events, Employment outlook

F: Funding, Foundations, Fuel Costs, Facilities, Financial, Flexibly, Fertility rates, Federal Funding, Feelings, Foreign country attacks

G: Governor, Grants, Generational Differences, Global Warming, Grant Complexities, Geography, GenGo! Gate keepers, Governing Board, Gas prices

H: House of Representatives, Hiring Deficits, Hierarchy, Housing Market, High-Quality Pathways, Higher Ed, High-Speed Rail, Housing, Hospitals, Hazards, History, HR, Home life, Holidays, Health

I: Industry, Involvement of others, Initiative, Interests, Innovation, Immigration, Ignorance, Internal Dialogue, Initiatives, Incentive Grant, Industrial Requests, Interest Groups, Income, Inflation, Internships, Internet access, Instructional designs, Incentives, IEDRC

J: Job Market, JPA Agreement, Judicial, Judgment, Jurisdiction, Just About Anything, Journalists/ism, Jump through hoops

K: K-12 Education, Knowledge Requirements, Kids, K12SWF, Knowledge Deficit of CTE

L: Legislators, LCAP, LEA, Legislation, Labor Market, LCFF, Labor Laws, Local Government, Laws, Lack of Specific Jobs, Leases, Leadership Changes, Legalities, Liabilities, Locations, LinkedIn, Law enforcement, Limitations, Leveraged resources, Life challenges, Land

M: Manufacturing, Millennials, Money, Media, Movies, Market Condition, Master Schedules, Meetings, Medical, Master Agreements

N: Numbers, Needs, New positions and industries, National Policy, Nano Technology, Natural Disasters, Negative, Nurses, Nonsense, National, Networking, Norms

O: Organizations, Opportunities, Online Training, Optics, Opposing Views, Other things to do, Opinions, Outside Influences, Operating Costs, Opponents, Options, Onboarding, Outlook, Outcome, Ownership, Occupations, Office 365

P: Pandemic, Priorities, Pre-Certification, Politics, Parents, Prop 98, President, Perception, Public Opinion, Perkins, Post-Secondary System, Peers, Population Changes, Political Landscape, Population, Partnerships, Pop Culture, Public Relations, Policy Priorities, Programs

Q: Quality Programming, Quantify Results, Quotas (data), Quality Food, Quality Assurance, Qualifications, Qualifiers, Qualified CTE Teachers

R: Representatives, Regulations, Resources, Relationships, Robotics, Restrictions, Respect for CTE, Relevance of Courses, Revenue, Recreation, Retirements, Regional Delivery, Research, Recognized Industry Credentials, Responsibilities, Reimbursement of mandated costs, Regional, Reliability, Ransomware

S: Students, State, Senate, Strategies, Strong Workforce, Staffing, State Board of Education, Stakeholders, State Economy, Standards, Sports, Subs, Superintendent of CA Schools, Statistics, Sources, Social media, SBCSS, Sustainability, Stigma, Software

T: Training, Teacher Credentialing, Technology, Time, Testing Assessment, Treasury Office, Title 1, Technology Pacing with Funding, Television, Teachers, Taxes, Tracking, Telecommuting, Trends

U: Universities, Unemployment, Universities Costs, UC a-g, Under-Privileged Populations, Urban Housing, Underfunded, Uncertainties, Unavailability

V: Vocations, Values, Value of CTE, Vaccinations, Vital Resources, Variables (Unknown), Visibility, Volume, Vendors, Volunteers, Vulnerable populations, Vision

W: Workforce Trends, Work Based Learning, WIOIA, White Collar Jobs, World, Wages, WASC, Wellness, Wallet, Workorders, Waiting time, Weather, Word of mouth

X: Xerox, X-Ray Technician, E**X**tra Money

Y: Youth Interests/Trends, Youth Camps

Z: Zero Money, Zoom, Zip codes

Relationships (CRY-ROPs)

As a Career Technical Education provider, it is imperative to develop and maintain partnerships. Below are examples of relationships/partnerships that are existing and will be built upon.

Recommended Focus

- **District Site Staff**
- **Counselors**
- **Students**
- **Parents**

Other

- Business/Industry
- California Department of Education
- Community Colleges
- CTE District Teachers
- Local Communities
- District Partners
- Elected Officials
- Employees
- Other ROCPs in the State
- State Board of Education
- Universities, Public and Private

Strategic Action Plan GOALS for 2021-2023

DATA

Develop processes to obtain, identify, and analyze quantitative and qualitative organizational and student data for continuous improvement.

COMMUNICATION

Require purposeful communication among all partners to be delivered in both directions while maintaining a unified message.

CURRICULUM

Establish curriculum processes that align with industry and academic standards, support labor market demands and are uniform across all districts.

GOAL 1: **DATA**: Develop processes to obtain, identify and analyze quantitative and qualitative organizational and student data for continuous improvement.

RATIONALE: **Appropriate use of data and continuous improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students' and employers' needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards informed by industry needs, and achievement of relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.

ACTION STEPS *(Task)*	TARGET DATE *Completed*	PERSON(S) RESPONSIBLE *(Lead)*	MEANS TO ASSESS IMPROVEMENT OUTCOME *(How)*	MEANS TO REPORT *(What is the Proof?)*	STATUS *(Completed, In-Progress, or Put on Hold)*
Create a timeline of specific organizational data which includes date requested, responsible person, date summarized and how and who will disseminate the data.	March 2023	**Manager of ICT** Director of Student Serv., Data Analyst, Testing Examiner, Special Projects Manager	• Identify who is responsible and data collection dates • Create Timeline • Disseminate timeline to those identified	• Timeline listing key organizational data, who is responsible, data collected, and how data will be disseminated • Present to Cabinet • Identify where the document is saved	DONE will be presented to Cabinet before deadline
Provide student satisfaction, work based learning, and other data results to teachers and Cabinet	June 2023	**Director Student Services,** HR PSS, ICT Manager, Data Analyst, EPS 2	• Create WBL Data Committee • Identify specific data sets. • Acquire data • Analyze data • Present data	• Report to teachers and Cabinet	Student satisfaction survey and process are complete. WBL survey and process are in progress.

		Document and complete the biennial report process which includes which courses are reviewed in 2022/23 and the responsible parties.	March 2023	**Director Education Services** Data Analyst, DOE PSS, Curriculum Developer This team will collaborate on completing the parts of the form appropriate with their organizational role/duties.	• Team from pilot last year reviewed process and suggested minor changes to the form • Sectors for review this year: Agriculture (Vet Assistant) Transportation, Marketing Sales & Service Construction, Information, Communications & Technology, Public Service, Hospitality, Education and Family Services (The other half will be done in 2023/24)	• Biennial review form (by programs in each district) • Obtain Board approval for the reviews • Suggest program changes based on data received	In process

GOAL 2: **COMMUNICATION** – Require purposeful communication among all stakeholders that is delivered in both directions while maintaining a unified message.

RATIONALE: **Intentional recruitment, outreach, and communication** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments and use tools and reports as a platform to display the added value of high-quality college and career pathway programs. CRY-ROP's benefits must be validated and made more widely known to staff, students, parents, educators, counselors, community members, business and industry, and policymakers.

ACTION STEPS *(Task)*	TARGET DATE *Completed*	PERSON(S) RESPONSIBLE *(Lead)*	MEANS TO ASSESS IMPROVEMENT OUTCOME *(How)*	MEANS TO REPORT *(What is the Proof?)*	STATUS (Completed, In-Progress, or Put on Hold)
Create a CTE 101 Presentation	April 2023	**Superintendent** Colton PM, Executive Assistant and Curriculum Developer	• Create a presentation • The Curriculum Developer will turn the presentation into a lesson plan	• Presentation that is archived and shared electronically. • Present at conference to finalize presentation.	Done and presented at the following conferences: Fall CTE Conference County Superintendents CASBO
Finish the Communication Action Plan (CAP). Incorporate last year's proposals and data into the plan.	May 2023	**Human Resources Coordinator** Executive Administration Assistant, and HR PSS	• Gather information from other communication committee members to complete the Communication Action Plan • Include survey results • Include identified deficiencies	• Completed CAP • Present to Cabinet with further direction on implementing the plan • Add to the documents in "I" drive under "Org Docs." • Request feedback from our partner districts and staff	In process

	Create a communication process to improve the completion of ICT and maintenance work orders and purchase requisitions.	March 2023	**CBO** ICT Manager, MOS Coordinator, Purchasing and Accounts Specialist	• Develop a plan to create a transparent process. • Develop prioritization schedule • Create a process to move concerns/questions up the chain of command • Training for staff on the work order and PO process • Monitor complaints, concerns in a shared document between managers	• Comparison of workflow time from implementation of plan • Evaluation of level of feedback • Survey after the new plan is implemented to determine growth and needs for adjustment	In process

GOAL 3: **CURRICULUM**: Establish curriculum processes that align with industry and academic standards, support labor market demands and are uniform across all districts.

RATIONALE: **High-quality, integrated curriculum and instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities are essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate.

Courses and programs may be designed to use cross-system strategies like dual enrollment with community colleges and universities or articulations to create a seamless student experience and avoid unnecessary repeating of courses or other inefficient practices to facilitate "on-time" postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.

ACTION STEPS *(Task)*	TARGET DATE *Completed*	PERSON(S) RESPONSIBLE *(Lead)*	MEANS TO ASSESS IMPROVEMENT OUTCOME *(How)*	MEANS TO REPORT *(What is the Proof?)*	STATUS (Completed, In-Progress, or Put on Hold)
All teachers share five <u>completed competency-based lesson plans,</u> specific to their pathway that include hands-on/skill building activities in a (O365) folder.	March 2023	**Curriculum Developer** ICT Manager, PMs	• ICT Manager create a Lesson Plan folder in O365 for each teacher • Work with ITF and Colton PM to identify a lesson plan that will be used by CRY-ROP teachers. • Draft email to teachers and PMs. • Create a checkoff list for teachers who completed their lesson plans	• Lesson Plan Folder in O365. • Five Lesson Plans deposited by all teachers.	In process
All teachers will attend visit and form a relationship with one business every year.	April 2023	**Director of Student Services** EPS II & all PMs	• Bring together a group of teachers to identify gaps, barriers and the "how" of developing business partners • Share with Cabinet/teachers • Develop training for teachers • Create process to collect data & where to save the data	• Create a master list of teachers with their contacts which includes names, phone numbers and email addresses • Distribute the report to PM's & Cabinet.	In process

	All teachers will participate in 3 PDs on curriculum and instruction basics and/or related to their industry sector. PD can be scheduled through CRY-ROP or outside agencies PD will be utilized as well.	June 2023	**Colton PM** Colton PSS Ashley-Teacher Mentor Julie-Teacher Mentor Chris-Teacher Mentor Lance-Teacher Mentor	• Identify objectives and topics of 3 PDs • Create PD structure (virtual and in-person) to include dates, location, agenda, and participants • Include outside PD as well. • Work with ITF to create Alludo playlist	• Documented process for organizing PD trainings • Calendar with dates of PD trainings with teachers assigned to specific dates • Completed teacher satisfaction survey after 3 PD trainings	In process
	Develop a process of issuing ROP pathway completer certificates.	May 2023	**Director of Student Services** Redlands/ Yucaipa PM and PSS, ICT Manager, Data Analyst	• Create Pathway Certificate Committee Create certificate template. • Order paper & holders • Teachers complete grade spreadsheet no later than before Spring Break (with current final semester grade) • All students eligible for completion (C or better for the entire pathway) • Print out certs & deliver no later than 5/1/23 for all students eligible for completion (C or better for the entire pathway) • Collect undistributed certs during check-out	• Students receive pathway completion certificate	In process

Strategic Action Plan 2022-2023

Next Steps

1. By September 30, 2022: Leads complete "Means to assess improvement" and "Means to report." <mark>DONE</mark>

2. By September 30, 2022, leads select and schedule meetings with committee members, and provide updates to Superintendent's office. <mark>DONE</mark>

3. Superintendent finalizes document and presents to Management. <mark>DONE</mark>

4. By February 8, 2023, present document to Board.

5. February (after the Board meeting), share document with all staff.

6. Continue monthly status updates.