

Chapter II. Progress Report on Key Issues since the Previous Self Study

Methodology and Order

In our last Schoolwide Action Plan, the Eden Area ROP identified five key issues and nine goals. In our Mid Cycle review, these nine goals were condensed into five to match our issues. The new goals were accepted by the WASC committee during our mid cycle review.

In organization of Chapter 2, we will first review the process of condensing the nine goals into five goals in narrative. Then, in chart format, we will review the revised five goals. Next, in narrative form, we will review each of the revised goals in terms of our procedures, progress, evidence, and its impact on student learning. Each goal will begin with an introduction which provides the rationale and background for the goal.

Original Goals from 2015 WASC

1. Improvement of two-way communication between staff and stakeholders
2. Improve and increase public relations
3. Certificated staff needs to be competent in using technology to enhance the delivery of curriculum and improve productivity and collection of student assessment data.
4. Classified staff utilizes current technology and determines other needs to improve.
5. Design and designate which instructional practices/assessments can be incorporated into courses to allow the gathering of useful student data for analysis.
6. Institutional/Site data needs to be identified and gathered to be analyzed for directing professional development and resource allocation.
7. Align course outline and key assignments to the Common Core State Standards (CCSS).
8. Continue to maintain and/or improve the number of programs recognized by educational institutions and industry.
9. Pursue stable funding for EAROP.

Revised Goals from Mid-Cycle Review

1. Use of Communication
2. Use of Technology
3. Use of Data
4. Course Alignment
5. Long term funding necessary for the vitality of EAROP

Revised Goal #1: Goals #1 and #2 from our action plan were revised into one goal. Both goals concentrated on communication with staff and stakeholders.

Revised Goal #2: Goals #3 and #4 in the previous report have been combined into this new goal #2. Using technology for both certificated and classified staff presents similar issues and work plans.

Revised Goal #3: Goal #3 combines the previous Goals #5 and #6 with a focus upon data collection and analysis as a guiding force to determine the professional development and resource allocation.

Revised Goal #4: Goals #7 and #8 have been combined into a new category: System Coherence. This revised goal responded to external reforms that impact both curriculum and instruction.

The previous Goal #9 has become the new Goal #5. This revision is focused upon the paradigm change, discussed in Chapter 1.

Key Issue:	Use of Communication
Rationale:	Communication is important to clarify and share the goals and purpose of the EAROP, as well as, acknowledge student success and program recognition. Informed stakeholders should understand the benefit and value of EAROP.
Goal:	#1. Improve communication between Staff and Stakeholders

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.1 Determine, maintain, and increase target audiences and update contact information	Fall 2018 Annually Ongoing	Management Teachers WBL Staff Ed Services Staff	Time Draft contact list Electronic files	Master contact lists	Management meetings Staff meeting WBL Committee Advisory meeting Board meetings
1.2 Continue, revise, and maintain communication and public relations vehicles for providing information to target audiences	Spring 2019 Annually Ongoing	Management Teachers WBL Staff Ed Services Staff	Time Protocols Electronic files	Documented process	Management meetings Staff meeting WBL Committee Advisory meeting Board meeting
1.3 Monitor content and timeliness of website	Fall 2019 Annually	Management Classified Staff	Time Draft procedures	Documents, photos	Management meetings Staff meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
	Ongoing	Technology Coord.	Electronic files	Collection schedule	Board meeting
1.4 Survey, analyze, and reflect upon instructor and stakeholder responses	Spring 2020 Annually	Director Ed Services Staff WBL Staff	Time Draft survey for comm. Electronic files	Data collection Board Report	Staff meeting Advisory meeting Board meeting
1.5 Establish system to coordinate and maintain all communication vehicles	Fall 2020 Ongoing	Ed. Services Technology Coord	Time Supporting material Electronic files	Accounts managed Master Calendar	Staff meeting Advisory meeting Board meeting
1.6 Develop processes for the EAROP staff & instructors to work more closely with the school & parent/guardians to support all students	Spring 2021	Director Technology Coord.	Time Staff training/ release Supporting material Electronic files	Implement Training Documented process Teacher documents Parent support docs	Staff meeting Advisory meeting Board meeting

Key Issue:	Use of Technology
Rationale:	Technology can increase productivity and organization to help the user work more efficiently and to allow for further evaluation of ways to improve.
Goal:	#2. Certificated and classified staff need to be competent in using technology to enhance the delivery of curriculum, coordinate the collection of student assessment data, and improve productivity.

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.1 Technology Committee revise & update technology plan to assess & consider technology options for certificated & classified staff.	Fall 2018 Annual update	Management Technology Coord. Certificated Staff Classified Staff	Time Release time	Technology Plan	Management meetings Staff meetings Board meeting
1.2 Implement technology and train certificated and classified staff on the use of new technology in and out of the classroom	Fall 2018 Ongoing	Management Tech Coord Certificated Staff Classified Staff	Time Release time Trainer	Training plan	Management meetings Staff meeting Board meeting
1.3 Implement VOIP Phone system and train certificated and classified staff in its use.	Fall 2018	Management Tech Coord Certificated Staff Classified Staff	Time Release time Trainer	Training plan	Management meetings Staff meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
1.4 Improve assessments that incorporate technology to collect student data	Fall 2018	Management Tech Coord. Certificated Staff Classified Staff	Time Release time Trainer	New Student Information System Teacher portfolio More student data Increase assessments	Management meetings Staff meeting Board meeting
1.5 Explore options to incorporate technology-based learning and strategies into courses that supports and expands student learning, where applicable	Fall 2019	Management Certificated Staff	Time Release time Trainer	Database of technology used by pathway and program	Management meetings Staff meeting Individual meetings

Key Issue:	Use of Data
Rationale:	Analysis of multiple sources of data needs to impact instruction, professional development and resource allocation.
Goal:	#3. Teacher instructional practices and assessments and site data will be gathered and analyzed to direct professional development and resource allocation.

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.1 Management will map all data needed by the EAROP and offsite programs, by data source, technology, due dates and responsible staff.	Summer 2018 Annual update	Management	Time	Completed data map	Staff meeting Board meeting
3.2 Certificated staff create or modify assessments to provide student data for academic achievement analysis.	Fall 2018 Ongoing	Certificated Staff	Time Prof Dev. Meetings Student Summary Data	Teacher Portfolio Student Portfolio Meeting Outcome	Staff meetings Board meeting
3.3 Certificated staff use student data that reflects effective teaching and student accomplishments of the SLOs and MCS course content.	Spring 2019 Annually	Director Management Certificated Staff Ed. Services	Time Prof. Dev. Meetings	Teacher Portfolio Student Work Meeting Agreements	Staff meetings Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.4 Certificated staff implement procedures that gather, aggregate, and disaggregate student learning data in ways to measure the effective teaching & accomplishment of SLOs & MCS course content.	Fall 2019 Annually	Director Certificated Staff Ed. Services	Time Prof Dev. Meetings Student Summary Data	Teacher Portfolio Student Portfolio Meeting Outcome	Staff meeting Board meeting
3.5 Based on data, staff receive professional development & implement strategies to improve student achievement.	Spring 2020 Annually	Director Certificated Staff	Time Prof Dev. Meetings Student Summary Data	Student data Professional development Meeting Outcome	Management meetings Staff meeting Board meeting
3.6 Management will analyze site data trends and student performance	Spring 2019 Annually	Management	Data Map contents such as: Grade Point Avg., Completers, Enrollment data C101's, Discipline, IEPs, Labor market data, Work-Based Learning, etc.	Data summary Course enrollment	Management meetings, Staff meetings Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
3.7 Improved use of student data collection systems	Spring 2019 Annually	Management	Data reports Supporting materials	Data summary Accuracy of data	Management meetings, Staff meeting Board meeting

Key Issue	Course Alignment
Rationale:	Working to assure all programs are aligned to the Common Core and educational institutions or certificates acknowledged by industry help to establish the levels of performance that students, teachers, and schools are expected to meet. Each program meeting or exceeding requirements for recognition help to reinforce the rigor and relevance of the course
Goal:	#4. System Coherence: Develop coherence by aligning courses, curriculum, and instruction to the 11 Elements of High Quality CTE.

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
4.1 Teachers will assess themselves according to the 11 Elements rubric and create a course improvement plan.	Fall 2018 Annually	Management Instructors	Time 11 Elements Rubric Improvement Plan	Improvement Plan assessment	Management meetings Staff meetings Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
4.2 Continue developing course sequences that align with community college career pathways.	Fall 2018 Annually	Management Instructors Community College staff	Time Supporting material Release time	Pathway maps Course catalog Articulation agreements	Advisory meeting LPAT meetings Staff meeting Board meeting
4.3 Continue creating agreements that meet industry recognized certifications.	Fall 2018 Ongoing	Management Instructors Industry partners	Time Supporting documentation	Industry recognized certifications	Advisory meeting Staff meeting Board meeting
4.4 Teachers will align course curriculum to the California Model Curriculum Standards	Spring 2019	Management Instructors	Time Model Curriculum Standards	Revised course descriptions	Management meetings Staff meetings Board meeting
4.5 Coordinate instructors to work by pathways to align course outline and key assignments to CCSS	Spring 2019 Ongoing	Management Instructors	Time Staff training Release time	Course outline Teacher portfolio	Individual meetings Staff meetings Board meeting
4.6 Improve transition from EAROP to student's next steps in terms of their education/career goals	Spring 2019	Ed. Services Counselor Chabot Counselor	Time Release time College catalogs	Student 4-Year plan C101 student information	Ed. Services meetings Staff meeting Board meeting

Key Issue:	More long-term funding necessary for the vitality of EAROP
Rationale:	As the EAROP is no longer a budget line item in state, the EAROP needs to pursue stable funding sources to provide its services despite the fiscal commitment of its partnering districts.
Goal:	#5. Pursue stable funding for EAROP

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
5.1 Monitor expenditures by program with a focus on fiscal conservation	Fall 2018 Monthly Ongoing	Superintendent Business Man. Management	Program budgets	End of year budget Program review	Management meetings Advisory meeting Staff meeting Board meeting
5.2 Communicate local, state and national budgetary issues to all staff and stakeholders	Fall 2018 Ongoing	Superintendent	Funding reports School Budget	Scheduled meetings Scheduled presentations	Advisory meeting Staff meeting Board meeting
5.3 Increase adult course offerings	Fall 2018 Ongoing	Management	Time Community needs Business needs	Adult course catalog Adult course budget	Staff meeting Board meeting

Plan Steps	Timeline	Person(s) Responsible	Resources	Accountability	Report of Progress
5.4 Advocate for statewide ongoing funding model for Career Technical Education	Fall 2018 Ongoing	Superintendent	Time	Meetings and funding changes at the state level	Management meetings Staff meeting Board meeting
5.5 Submit grants and funding opportunities, as appropriate	Fall 2018 Ongoing	Grant Coordinator Management Community Partners	Time Partnerships	Record of current grants Grant applications Archive MOUs with partners	Management meetings Staff meeting Board meeting

Key Issue: Use of Communication

Introduction:

There are many audiences for our communication goals, including students, educators, the business community, our direct district and Chabot stakeholders, Adult Education clientele and the faculty and staff of the ROP.

While Eden Area ROP courses at comprehensive high schools are one hour long, and part of their standard course offerings, courses at the ROP Center in Hayward are three hours in length, approximately half of a student's schedule in either their junior or senior years. This is substantial investment of time in the student's schedule and typically requires significant marketing before the student chooses to enroll at the ROP.

A second, but related issue, is the perception among some educators and other stakeholders that the ROP is a trade school for students who need an immediate path to the world of work. This is a misconception. Most career pathways demand community college, at a minimum. Many pathways attain viability after earning a four-year degree or more. Communicating this wider mission of the Eden Area ROP is a key aspect of this goal.

A third audience involves the wider business and community stakeholders. We seek to involve these public-spirited neighbors in supporting and creating quality work-based learning experiences for our students, as they maintain their businesses, non-profits and government agencies.

A fourth audience involves our district stakeholders and Chabot College. We are keenly aware that the development of career pathways is a group effort, strung along a range of educational institutions.

Adult Education has its own set of communication needs and tools. Adult Education networks with industry specific employers such as the Mid-Alameda County Consortium and Hayward Promise Neighborhood initiative to communicate courses schedules and certifications that can be earned. Adult Education has its own website, uses Constant Contact, participates in high school senior nights, and has paper resources such as brochures, flyers, and informational pamphlets. However personal testimony "word of mouth" is the most important means of student recruitment.

The Eden Area ROP faculty and staff are a key part of our communication cycle. Responding to staff concerns and new ideas promotes both program improvement and staff morale.

Finally, communication involves relationships. Perhaps, there has been no event more disruptive to relationships than the COVID-19 pandemic. Communication is best in face-to-face settings, where people can read body language and respond to each other in authentic manners. Zoom is a diminished substitute. Despite these issues, management and staff did their best to muddle through the pandemic.

The performance of all of these tasks begins with management who spearhead these initiatives. Instructors play a vital role in the promotion of their individual classes. The Work-Based Learning staff maintain relationships with hundreds of organizations and business leaders. The Information Technology Specialist plays an important role in maintaining electronic communication vehicles.

Without all of this work, the Eden Area ROP and CTE pathway courses would play a far smaller role in the development of students towards their career goals. Despite falling enrollments in districts, and the expansion of CTE opportunities within the districts, the ROP Center in Hayward has maintained a steady student population.

Goal #1: Improvement communication between staff and stakeholders.

1.1 Determine, maintain, and increase target audiences and update contact information.

- As stated in the Introduction section, target audiences involve potential students, partner school counselors, administration, and teachers, business and WBL partners, district, and Chabot College CTE management, and the Eden Area ROP staff. Instructors communicated with parents.
- Different communication tools were used to maintain communications with each of these audiences. Education Services staff focused upon potential students. An EAROP Administrator coordinated the Principals Breakfast. The EAROP Counselor coordinated the Counselors Luncheon. An administrator coordinated lists of all Eden CTE teachers and their levels of involvement. The Superintendent maintained relationships with district partner superintendents. The WBL staff developed and maintained lists of WBL partners and their WBL activities. ROP administration worked with district CTE management and Chabot College staff. The ROP also maintains current contact information for students.

1.2 Continue, revise, and maintain communication and public relations vehicles for providing information to target audiences

- Potential Students: A staff member took the lead in making presentations to students at school sites.
- Potential Students: All district sophomore students participate in Sophomore Tours, where they walk through each ROP Center classroom and hear from instructors and students about the educational opportunities.
- Potential Students: The Middle School summer program introduced approximately 200 students each year (minus pandemic summers) to four ROP career pathways. These hands-on opportunities were popular among middle school students.
- Partner Schools: An annual Principals Breakfast provided professional development, answered questions, and updated school administrators.
- Partner Schools: The annual Counselors Luncheon performed a similar task as the Principals Breakfast, focusing on school counselors.
- Partner Schools: We meet with Career Technicians annually to assist them with their work.

- Partner Schools: We meet with Case Managers who are connected with our WIOA grant to support underserved students in CTE pathways.
- Partner Schools: The Eden Area ROP works with CTE teachers in preparing them for Advisory meetings, the Pathway meeting, and in scheduled professional development sessions.
- Partner Schools: The Superintendent meets regularly with district superintendents to update them, solve issues, and planning.
- WBL: Work-Based Learning staff maintain two databases. The first charts partners and their participation in WBL experiences over time.
- WBL: WBL staff also monitor the numbers and types of WBL experiences that take place in each CTE class. Teachers fill in a brief document after each WBL experience which populates this database.
- WBL: The Business Partner's Breakfast celebrates a dozen Business Partners of the Year and the wider accomplishments of WBL throughout the year.
- District/Chabot Leaders: CTE leadership meet monthly to coordinate all CTE activities. This includes major events, such as Advisory, grant development and reporting, and all matters needing CTE management.
- District/Chabot Leaders: ROP staff meet weekly with the Chabot CTE lead to coordinate agendas and enhance coordination.
- Student/Parent Contact Information: Students who attend the Eden Area ROP have their contact information in separate bases at their home schools. This lack of information and the need for orientation necessitates an on-boarding process where specific ROP rules are discussed, and legally required contact information is collected.
- Our Adult Education Programs enacted specific communication strategies for their population:
 - Constant Contact is used to notify new and existing partners of course offerings and schedule.
 - Mid-Alameda County Consortium (MACC) meetings are attended monthly to build and share course programs offered in the county.
 - C2CERN and HPN meetings are attended monthly to promote and create programs that can help serve the needs of the community.
 - Adult Programs are promoted at senior nights with partnering high schools.
 - Adult Education website is updated.
- Paper Document: The Course Catalog is revised on an annual basis with key updates. The catalog can be found online and is distributed in hard copy to stakeholders.
- Paper Document: The Annual Report is revised on an annual basis with key updates. The Annual Report can be found online and is distributed in hard copy to stakeholders.
- Electronic Documents: We have increased our use of social media platforms like Facebook, Instagram, and LinkedIn as a public relations tool, with each platform targeting a different stakeholder.

- Governing Board: Most of the previous information is shared with our Governing Board in monthly meetings.

1.3 Monitor content and timelines of website

- The Eden Area ROP was revised in format and content since our last WASC report. We continue to work on maintaining our website as a resource of information for staff, students, and families to search for information about the ROP. We have posted the promotional videos highlighting each of our programs on our website as well as the typical information one would expect to find online about a school.
- Additionally, the adult programs created a separate website for their students as a resource for information and registration for classes.

1.4 Survey, analyze, and reflect on instructor and stakeholder responses

- At the end of each school year, students are surveyed regarding their experience in our programs and the results are shared with the teachers for reflection and individual improvement. These surveys used to be completed on a scantron form, but with the transition to virtual learning, we were able to transition to an online format for the first time in the 2020-21 school year.
- Eden Area ROP instructors have been surveyed over the past several years. Responses have been reviewed in management meetings.
- The Superintendent and administration also have formal and informal meetings with staff to gather feedback. These results are discussed in weekly management meetings.
- The Work-Based Learning staff surveys community partners after WBL events to gauge the effectiveness of training and preparation for WBL.
- The Business Partner Breakfast has a card where partners can write comments and discuss new opportunities.

1.5 Establish system to coordinate and maintain all communication vehicles

- Eden Area ROP management created a master list of tasks to accomplish by month and date. This is updated annually with new tasks and due dates added to the database.
- The Eden Area ROP utilizes Microsoft Office 365 and its applications to support and centrally maintain information and communication among staff and stakeholders. The use of shared files and the Teams application assists in maintaining accurate information regarding key staff at the districts and school sites.

1.6 Develop process for the EAROP staff to work more closely with the school and parent/guardians to support all students

- Another benefit of operating virtually, is that it has become much easier for parents to work with us as the burden of getting to the ROP for a meeting was eliminated with video conferencing. We revised our Student Study Team (SST) process to further include parents in their student's educational progress.

Evidence

- Various databases: school sites, district principals, district counselors, pathway teachers, WBL database, student/parent contact cards.
 - [Eden Area ROP CTE Pathways 2021-22](#)
 - [EAROP WBL Workplan 2021-22](#)
- [School recruitment documents](#)
- [Sophomore Tour schedules](#)
- [Summer Program MOUs](#)
- Principals Breakfast Agenda and Packet
 - [Agenda 20-21](#)
- Counselors Breakfast Agenda and Packet
 -
- Advisory Meeting preparation Agenda
 - [Fall Advisory Agenda 20-21](#)
 - [Spring Agenda 20-21](#)
- [Pathway Meetings](#)
- School Site Professional Development Agendas
- [Coordinating Council Packets](#)
- [Career Tech Meeting Agendas](#)
- Case Manager Meeting Agendas
- [WBL Master List](#)
- WBL Teacher's Database
 - [Eden Area ROP CTE Pathways 2021-22](#)
- [Business Partner Breakfast Program](#)
- Business Partners of the Year Documentation
 - [BPOY Winners 2020](#)
 - [BPOY Presentation](#)
- [Management Team Rolling Agenda](#)
- On Boarding Meeting Materials
- [Course Catalog](#)
- [Annual Report](#)
- [Eden Area ROP Facebook Page](#)
- [Eden Area ROP Instagram](#)
- [Eden Area ROP LinkedIn](#)
- [Governing Board Agendas](#)
- [Eden Area ROP webpage](#)
- Videos for each Eden Area ROP class:
 - [Auto Refinishing](#)
 - [Auto Tech](#)
 - [Careers in Ed](#)
 - [Careers in Law](#)
 - [Construction](#)
 - [Culinary](#)
 - [Cybersecurity](#)

- [Dental](#)
- [First Responder](#)
- [Medical](#)
- [Welding](#)
- Staff survey tools
- WBL Surveys
 - <https://forms.office.com/r/kcbitkf3wt>
- Business Partner Breakfast cards
- Student surveys
- Master list of Tasks
- [Eden Area ROP Adult Programs webpage](#)
- [Mid Alameda County Consortium \(MACC\)](#)
- [Eligible Training Provider List \(ETPL list with CalJOBS\)](#)

Key Issue: Use of Technology

Goal #2: Certificated and classified staff need to be competent in using technology to enhance the delivery of curriculum, coordinate the collection of student assessment data and improve productivity.

Introduction

While the Eden Area ROP is a small organization, we have the same technology needs as other school districts, with the exception of a lack of scale. Our teachers at school district sites can take advantage of infrastructure that is maintained by our partner school districts, although we provide some equipment, such as computers.

When the shelter in place order occurred in March of 2020, we were forced to rapidly switch to this system and dramatically change our plans regarding the use of technology. We purchased laptops for the staff and began the process of figuring out how we could use Office 365 while we were operating virtually.

All staff learned how to use Microsoft Teams and One Drive as it related to their work. Teachers learned how to set up class notebooks, create forms, and use a host of other features as they taught their students. While we know that many school districts use Google classroom, we felt it was important that we hold to using programs in our classroom that are used by industry, and just about all our business partners were using Teams, so it was the most appropriate option. Additionally, teachers identified content specific software programs that would assist them in teaching virtually.

Being a program known for its hands on approach to education, the use of technology in all programs varies. As part of this transition, we had to make significant investment into our technology infrastructure as well. While we had wired internet access in classrooms, Wi-Fi was not available across campus. We were able to install wireless access points throughout campus while we were operating remotely. We did this in anticipation of our return to in-person instruction. During COVID, our students were provided a device by their home school.

While we have purchased a new Student Information System, it is woefully inadequate, and we have not been able to add student assessment information into the system. We are beginning the process of identifying a new system that will hopefully meet our needs.

Management and the Information Technology Specialist played primary roles in the implementation of this goal. Certificated and classified staff offered input and received professional development in new software. In terms of WBL, the WBL Specialists created a number of virtual WBL events.

The implementation of the technology has enhanced student learning in several ways. First, new computers and SMART Boards have allowed teachers better, more efficient means of providing direct instruction. Second, new VOIP technology improved students' abilities to communicate with their instructors. Additionally, the VOIP system added a level of security for classroom teachers. As mentioned, ROP classes are highly specialized by CTE pathway. The CREF and SWP grants are two examples of providing upgraded industry-specific technology for two of our pathways. Finally, technology was essential in providing instruction and Work-Based Learning activities during the COVID-19 pandemic.

All in all, a significant investment in technology has been made over the past few years to support students and staff. The challenge moving forward will be how to determine what technology programs we will continue to use.

2.1 Technology committee revise and update technology plan to assess and consider technology options for certificated and classified staff.

- The technology plan was updated to incorporate a five-year replacement plan for all computers in use.
- Teachers were surveyed regarding their need for use of technology with their students and based on this information, a second computer lab was added to the ROP Center campus.

2.2 Implement technology and train certificated and classified staff on the use of new technology in and out of the classroom.

- Technology plan was approved by the Governing Board and implemented.
- Some certificated staff were provided professional development on the use of SMART Boards.
- Some classified staff were provided Excel and other software program training based on their requests.
- With the purchase of Office 365, we were beginning to work on the roll out of transitioning to this cloud-based system.

2.3 Implement VOIP phone system and train certificated and classified staff on its use.

- We increased our broadband capacity and transitioned to a new VOIP phone system for the entire staff.
- One of the features of this phone system is the ability to download an app to your cell phone that enables you to make and receive calls on your cell phone

that appear to be coming from your office line—a feature that proved valuable while operating remotely.

2.4 Improve assessments that incorporate technology to collect student data.

- Office 365 was used for student assessments.
- As previously mentioned, the Eden Area ROP has been on a six-year journey for a new Student Information System, which was to be the backbone of this goal. Unfortunately, one company kept promising updates which never came and the second company, provided an ineffectual option. We will begin looking for another SIS system.

2.5 Explore options to incorporate technology-based learning and strategies into courses that supports and expands student learning, where applicable.

- The Office 365 application is a new use of technology for instruction.
- During our operation during the pandemic, each teacher identified the appropriate online supports for their program.
- In Work-Based Learning, virtual speakers were able to reach students in many classes through Zoom.

Evidence

- Invoices
- [Technology Plan](#)
- CREF grant
- DIBI grant
- WBL logs
- Staff meeting agendas
- Orbund Learning Management System (LMS)
- Pearson Connect
- Vital Source

Key Issue: Use of Data

Goal #3: Teacher instructional practices and assessments and site data will be gathered and analyzed to direct professional development and resource allocation.

Introduction

To a great degree, we have struggled with the goal of data. The current system at the Eden Area ROP is outmoded and clunky, and ill-designed for data collection and analysis. The foundation needed for this goal is a new Student Information System that can facilitate our data collection and records.

Our first attempt at an updated, unifying system was through AERIES. Three of our districts use this program and we invested in its potential. AERIES staff made promises about revisions that would facilitate CTE data collection for an organization like the

ROP. Unfortunately, this never occurred, and time was lost as we waited for the software development.

A second attempt involved looking to piggyback on the school districts' AERIES contracts. There were two problems with this approach. First, Hayward USD (our largest district), uses a different program, Infinite Campus, and we would need to use this program, in addition to AERIES. Second, districts had issues with confidentiality, and allowing Eden Area ROP staff access to their student records. We abandoned this approach.

The third attempt was to use a modified program from Orbund, which we were using with our Adult Education program. After a year of work, we found this Student Information System to be inadequate. A number of promises were not fulfilled, and we find ourselves, looking for another Student Information System.

We have collected data through several substandard sources; Google.docs, Office 365, and other sources, which do not allow for the unifying approach that we need for deeper curriculum data work.

The use of the Forms application in Office 365 has assisted us in collecting some data that can be easily aggregated, but data sets are disparate and primarily subjective. We are now reaching out to other ROPs to see if they have found a Student Information System that meets their needs. While they are largely in similar positions as the Eden Area ROP, we are hopeful that we can find one that is working well enough for that ROP. Hopefully, after visiting that ROP to see how the system works, we will reach out to the company to start a conversation about becoming our provider. The goal is to be operational with the new system in the 2022-2023 school year.

3.1 Management will map all data needed by the EAROP by data source, technology, due dates, and responsible staff.

- This goal was completed, to a degree. In our Master Calendar, we recorded the various data needed and due dates. Reports are needed for various grants such as California Career Pathway Trust, Career Technical Education Incentive Grant, Strong Workforce Program grants, Workforce Investment and Opportunity Act grants, Hayward Promise Neighborhood grants, the Eden Area ROP Governing Board, Financial Reports, Eden Area ROP publications, such as the Annual Report, Course Catalog and a variety of other needs, beyond the goals stated below.

3.2 Certificated staff create or modify assessments to provide student data for academic achievement analysis.

- This goal was not achieved due to a lack of a Student Information System.

3.3 Certificated staff use student data that reflects effective teaching and student accomplishments of the SLOs and MCS course content.

- This goal was not achieved due to a lack of a Student Information System.

3.4 Certificated staff implement procedures that gather, aggregate, and disaggregate student learning in ways to measure effective teaching and accomplishments of SLOs and MCS course content.

- This goal was not achieved due to a lack of a Student Information System.

3.5 Based on data, staff receive professional development and implement strategies to improve student achievement.

- This goal was not achieved due to lack of data available.

3.6 Management will analyze site data trends and student performance.

- Enrollment has been the major focus of our effort to analyze data trends, as this information has been available in all of the student information systems we have used over the years. This focus has enabled us to add staff in pathways in which interest is increasing and eliminate programs in which enrollment was waning. We also look at enrollment by grade level. This enables us to determine if students who choose the Hayward Center programs in their junior year are also returning their senior year. Grade level analysis also revealed that about half of the students who enroll in the Hayward Center programs are seniors and most students enroll for only one year. Additionally, grade level enrollment varies by feeder school. Two examples are Castro Valley High School and Tennyson High School whose students are enrolled in the Center programs almost exclusively in their senior year.
- With the state moving to include Work-Based Learning experiences as part of the College and Career Readiness Indicators, we have been tracking these experiences for students. While the pandemic has hampered our efforts over the last two years, we have developed an effective system in which students are regularly provided WBL opportunities.

3.7 Improved use of student data collection systems.

- This goal was not achieved due to a lack of a Student Information System.

Evidence

- Invoices
- Data charts (see chapter 1)

Key Issue: Course Alignment

Goal #4: System Coherence: Develop coherence by aligning courses, curriculum and instruction to the 11 Elements of High-Quality Career Technical Education.

Introduction

Course alignment and system coherence involve the coordination of the Eden Area ROP's courses with sectors and pathways as defined by the California Department of Education and course sequences as they feed into community colleges. The key word in this goal is "alignment."

The 11 Elements of High-Quality Career Technical Education (11 Elements) are the quality standards for instruction in CTE courses. The 11 Elements are the backbone of the Career Technical Education Incentive Grant (CTEIG) application. Since our last WASC report, the 11 Elements became our north star for course instruction.

For the most part, Goal #4 reflects our improvement goals in the 11 Elements and its subsections. Overall, during the past several years, we have made steady progress in our CTEIG scores. Some of the elements where we have improved, but not covered by these goals include:

Work-Based Learning is a major part of the 11 Elements. Our WBL Specialists and instructors have steadily created more and higher quality WBL experiences for our students, including four-six week summer internships.

Coordination with Strong Workforce Program efforts is another part of the 11 Elements. We discuss our success in SWP grants earned in Chapter 1 and Goal #5. In addition, Eden Area ROP staff have played vital roles as the Pathway Coordinator and in grant scoring and management.

A final part of the 11 Elements that we have excelled in is our work with Exceptional Students. We have built a system through our WIOA grant (which focuses on the ROP Center in Hayward) and two SWP grants (which focus on district pathways) to provide support and case management to over 500 students with exceptional needs.

This goal was led by EAROP Administration, with who emphasized cycles of improvement. The CTEIG process had has focus on Elements that we wanted to improve, and we've worked to make progress in a number of areas. Student learning has improved as we have improved our implementation of the 11 Elements.

4.1 Teachers will assess themselves according to the 11 Elements rubric and create a course improvement plan.

- Eden Area ROP teachers regularly engage in a self-assessment of their instruction, as aligned to the 11 Elements and based on their responses, determine areas of focus.

4.2 Continue developing course sequences that align with community college career pathways.

- A new step superseded this goal. The California Department of Education revised its CALPADS codes for Sectors and Pathways.
- One step here was ensuring that all of pathways were at least 300 hours. We've added second year courses at San Lorenzo High School (Criminal Justice) and Tennyson High School (Sports Medicine) to meet this criterion.
- Additionally, all courses were aligned to the new, revised CALPADS codes.
- A final step here involved ensuring that all of our district courses and all of the districts' courses adhered to the new CALPADS codes. This was a lengthy process, but ultimately ensured that we were aligned.
- In terms of our alignment with community colleges, a first step here involved meetings between community college and ROP instructors to discuss curriculum sequences.
- A more substantial step involved the creation of articulation agreements which allow high school students the opportunity to earn college credit while taking their high school courses. Articulation agreements are perhaps the purest form of alignment. High school teachers are engaging in college-level teaching.

4.3 Continue creating agreements that meet industry recognized certifications.

- Eden Area ROP Certifications have increased since our last WASC report. A full list of certifications offered is found in Chapter 1. Courses that offer certifications include: Automotive Collision and Refinishing, Automotive Technology, Careers in Education, Culinary Science, Cybersecurity, Dental Assisting, First Responder, and Medical Careers.

4.4 Teachers align curriculum to the California model curriculum standards.

- Teachers have aligned their curriculum to the Model Curriculum Standards. This is reflected in Course Outlines and their alignment to the MCS. MCS instruction is reviewed at Advisory meetings and with EAROP Administrators, as appropriate.

4.5 Coordinate instructors to work by pathway to align course outlines and key assignments to the common core state standards.

- This goal became obsolete when we reviewed the alignment charts between the Model Curriculum Standards and Common Core State Standards. Moreover, this alignment is nearly impossible, as we serve a variety of students from four districts, seven comprehensive high schools, and several alternative education sites.
- A replacement goal involved earning UC A-G status for all of our courses. This ensured that all of our courses are "college prep." We engaged in this work to diminish the outdated notion that we are a "trade school." Most of our pathways require higher education and we have adjusted our curriculum to reflect this reality.

4.6 Improve transition from EAROP to students' next steps in terms of their education/career goals.

- Students go in a variety of directions after taking Eden Area ROP courses. Some students continue their studies at Chabot College or a four-year institution. Other students enroll in an apprenticeship program at technical college. A few students enter the world of work. Finally, there are those students who change directions and try a different career path. All of these are expected and acceptable directions after EAROP courses.
- Due to our close relationship with Chabot College (they are across the street) and the fact that we are in their direct service area, Chabot College prioritizes Eden Area ROP students for their Early Enrollment program. A Chabot Counselor comes to the ROP, meets with students, and helps them with their next career steps.
- Our Career Counselor meets with students and helps them determine next career development steps. She reviews potential options with students and guides them through the transition process.
- Finally, we follow up on student transitions through the C101 process. In the summer and year after students matriculate from the ROP, we survey them on their current direction.

Evidence

- [CTEIG Rubric](#)
- WBL Data
- Internship Booklet
- [Pathway Coordinator Application](#)
- WIOA Grant and SWP grants
- Instructor's 11 Elements Annual Assessments
- Eden Area ROP CALPADS Codes
- Articulation agreements
- Certifications offered by the Eden Area ROP (Course Catalog)
- Course Outlines
- UC A-G applications
- Counselor meetings with Students

Goal #5 Pursue stable funding for EAROP.

Introduction

Efforts to gain stable funding for ROPs are ongoing, with a number of positions relying upon grant funding. Factors that speak to the goal (beyond the stated objectives) will be addressed in this introduction.

The Superintendent, grant coordinator, and Eden Area ROP management are the people responsible for the pursuit of stable funding. Partner district leadership play an important role in grant goals and accountability.

Since our last WASC visit, we have earned over \$23 million in grants due to the California Career Pathways Trust, Career Technical Education Incentive Grants, Hayward Promise Neighborhood grants, Workforce Investment and Opportunities Act grants, Strong Workforce Program grants, and other small funding sources. While the overwhelming majority of these funds have been subcontracted to our partner districts and Chabot College, we have retained some of these funds for the ROP, recovered additional funds as the partner districts contracted back to us for services. Finally, we learned that JPA ROPs were able to retain funding in indirect funds, which was not available at our last WASC review.

The primary result of fund development work has been an increase in CTE capacity at the Eden Area ROP and the districts. Indeed, thousands of students owe their CTE experiences to the new and revised pathways developed by the pursuit of stable funding over the past several years. A secondary result is the improved quality of CTE implementation, through adherence to the 11 Elements of High Quality CTE. Strong Workforce funds have helped with specific improvements in pathways, material acquisition and instructional strategies. Finally, fund development has helped maintain and sustain pathway development.

As discussed in Chapter 1 section on Major Changes/Paradigm Shift, the loss of direct funding for ROPs created an existential threat to the Eden Area ROP. The Joint Powers Agreements with the districts (Derived from the district's LCFF funding) form the economic backbone of Eden Area ROP. JPA agreements were renewed twice since the last WASC visit, extending to 2028.

- 5.1 Monitor expenditures by program with a focus on fiscal conservatism.
 - Fiscal conservatism is the ethical imperative for being wise custodians of taxpayer funds. Since our last WASC report, funding has been uncertain and subject to the economy's (and hence the state budget's) ups and downs. In addition, the Eden Area ROP Governing Board is comprised of elected Board member from each of the Eden Area partner districts. We need to prove to these Board members that the ROP is a sound fiscal investment by demonstrating the effective and prudent use of their district's funds.

- The Eden Area Fiscal Service Administrator oversees budgets, spending, and expenditures. Ultimately, the Eden Area Superintendent and its Board are responsible for funding oversight.
 - Over the past six years, ROP Administrators and instructors gained oversight into their budgets. Instructors oversaw their budgets to monitor their annual spending, and administrators were given oversight into their program areas. This strategy decentralized funding monitoring and added accountability to our growing list of funding sources.
- 5.2 Communicate local, state, and national budgetary issues to all staff and stakeholders.
- The Superintendent communicates budget updates regularly with the staff and stakeholders, as appropriate. Budget updates are communicated to the staff in January and May in alignment with the Governor's proposed budget release and update. These updates typically take place at staff meetings, with additional time allocated for staff questions.
 - The budget implications are also communicated to the ROP Governing Board during these time periods. Monitoring of program budgets continues throughout the year and updates are presented to the board, as required by educational code.
- 5.3 Increase adult course offerings
- The Eden Area ROP began to develop its adult education program more fully. This process was augmented by the hiring of an Assistant Director of Adult Education and our assumption of the Construction Craft Training Center (CCTC). The assumption of CCTC brought a fully developed Electrical Education program to our ROP Center in Hayward, and satellite sites in Turlock.
 - The Hayward Promise Neighborhood grant paid the tuition for targeted Hayward residents.
 - While we were making progress on increasing our adult programs, the pandemic necessitated not only a pause, but a reduction in enrollment. With the physical distancing requirements for higher education, enrollment was essentially cut in half, with much of our operating costs remaining the same. To maintain our programs, we have been deficit spending, until we can get back to offering classes at full capacity. The good news is the interest is strong, with a waiting list for our classes.
 - The ROP's adult education program gained approval to be placed on the state's Eligible Training Provider List (ETPL). This enables adults, who qualify, to gain access to financial support for the program.
- 5.4 Advocate for statewide ongoing funding model for Career Technical Education
- The Superintendent works collaboratively with CAROCP, the ROPs statewide advocate for funding. She has also served as part of its leadership. This positioning has helped the ROP understand the changing landscape for CTE funding and informed management to new legislation and contemplated reforms.

- As a current example, JPA-operated ROPs have created a coalition to advocate for the unique needs of JPAs. This group is focused on encouraging the state to recognize JPA ROPs as named Local Education Agencies (LEAs) when they are drafting legislation for specific educational purposes. For example, the state has allocated one-time monies for professional development, technology upgrades, etc., and typically lists School Districts, County Offices, and Charter Schools as eligible LEAs. We have been working to educate the legislature regarding JPAs currently being excluded from these opportunities. With the adoption of the State Budget for 21-22 fiscal year, the state added funding for COVID-related expenses specifically for JPA ROPs so that we could have access to funds that districts and county offices were provided.

5.5 Submit grants and funding opportunities as appropriate.

- Grants and grant funding has been a major emphasis of our work over the past six years. While direct funding for ROP's has not been reinstated by the state, funding for CTE competitive grant programs has existed for the past several years, and the Eden Area ROP has successfully applied for these grants on behalf of our partner districts each year. There have been five major grant funding sources (CCPT, CTEIG, SWP, HPN, and WIOA), and a variety of minor sources. They are listed below.
- California Career Pathway Trust (CCPT). CCPT, which was written in collaboration with the four districts and Chabot College won \$5.8 million over a four-year funding period. This grant developed and supported fifteen different career pathways at the ROP Center and in the districts. Although this grant has sunset, it built pathways and programs as it strengthened relationships between the ROP and its essential partners.
- Career Technical Education Incentive Grant (CTEIG). CTEIG program allocates \$150 million --statewide based on 7-12 grade enrollment and demonstrated progress on implementing the 11 Elements of High-Quality Career Technical Education.
- These annual grant applications have resulted in approximately \$1.3 million in additional funding from the CTEIG program each year. While the majority of these funds are passed to our partner districts to support CTE programs on their high school campuses, this grant program requires \$2:\$1 in matching funds and a commitment to maintain the same level of funding for CTE for three subsequent years. These matching funds commit the districts to continuing to fund the Eden Area ROP for at least three more years with each grant round.
- Strong Workforce Program (SWP). Strong Workforce also has \$150 million annual allocation and is administered by the California Community College's Chancellor's Office. The funds are allocated to the 8 SWP regions in the state. A competitive grant process is released each year in which applicants can apply for up to \$2 million per application and each eligible LEA can submit up to three applications. (A regional Selection Committee has the discretion to fund winning applications fully or partially, which has been the norm for the three rounds of funding).

- Our successful SWP grant applications have resulted in an average of \$2 million in additional funding for CTE each year. We are currently the fiscal lead for 6 SWP grants on behalf of our four partner districts.
- In addition to these annual grant applications, the ROP continues to identify and apply for grants that align to our mission. Two examples are the Workforce Innovation Opportunity (WIOA) grant and the Hayward Promise Neighborhoods (HPN) grant.
- Finally, there have been a number of minor grants that have added substance to existing programs and initiatives. These include the Collision Repair Education Fund, ACSA, and Farmers Insurance.

Evidence includes:

- [JPA Agreement](#)
- Fiscal reports to the Eden Area ROP Governing Board
 - [2020-2021 First Interim](#)
 - [2020-2021 Second Interim](#)
 - [2021-2022 Adopted Budget](#)
 - [2020-2021 Unaudited Actuals](#)
- Fiscal management reports provided to EAROP management
- [Staff meetings](#)
- [Eden Area ROP Adult Programs](#)
- CCTC assumption agreement
- California Career Pathway Grant and reports
- Career Technical Education Incentive Grant and reports
- Strong Workforce Grant and reports
 - Pathway Alignment and Strategic Support (PASS)
 - Strategic Support for Special Populations (SSSP)
 - Design It, Build It (DIBI)
 - Supporting Underserved Students (SUP)
 - Health 2.0 (Health)
 - Business, Ownership, and Management for Students (BOM)
- Workforce Investment and Opportunity Act grant and reports (WIOA)
- Hayward Promise Neighborhood Grant and reports
- CREF Grant application
- ACSA Grant applications
- Farmers Insurance donation requests
- Grant letters of support