



North Orange County Regional Occupational Program 2011 Student/Community Profile



The mission of the North Orange County Regional Occupational Program is to provide a high quality, relevant career technical education to a diverse population. This education prepares students to succeed in employment, career change or advancement, and further education.

INTRODUCTION

The Community

North Orange County lies between Los Angeles and San Bernardino Counties and covers approximately 175 square miles, or about one-fourth of the total area of Orange County. Orange County is the second largest county in California and the fifth largest in the United States. Orange County has a greater number of residents than 22 states including Nevada (*U.S. Census Bureau*). According to Department of Finance E1 Report, (*January, 2011*), Orange County population increased to 3,029,859, second only to L.A. County. The rate of population growth, primarily due to births rather than to immigration, remained steady at 0.7% in 2010. On January 1, 2011, the population estimate for the cities served by North Orange County ROP was about 915,000, with the city of Yorba Linda having the fastest growth in the area--9% over the last ten years (*State of California, Department of Finance, Table 1-Total Population and Change: 2000 and 2010*).

In 2010, the median age in Orange County was 36.2, with the largest population falling into the 45 to 49 age group, followed closely by the 40 to 44 age group and the 15-19 age group (<http://factfinder2.census.gov>).

Orange County's demographics are slowly changing. While the white and African-American population is diminishing due to emigration out of the area, Latino and Asian ethnicities show moderate growth (*State of California, Department of Finance, Population Estimates and Components of Change by County, July 1, 1999-2010. Sacramento, California, August 2011*).

Orange County Socioeconomic Statistics

The median household income in Orange County is \$84,200 (*National Low Income Housing Coalition*, (<http://www.nlihc.org>) down \$3000 from 2010. The latest numbers (for 2010) indicate that child poverty in Orange county stands at 12.6%. Poverty for a one-person household is defined as \$19,240, and for a four-person household poverty is defined as income lower than \$40,792 (185% of the federal poverty level, [\$22,050, with about \$6,400 added for every additional person (<http://www.dof.ca.gov>).

During the 2008/9 school year, there were 211,179, [42%] of Orange County's total public school enrollment that participated in the free/reduced lunch program. This number increased to 227,820 [44%] in 2009/2010. This is the highest number in Orange County in the last ten years (<http://www.ochealthinfo.com/cscs/report>).

Even though the cost of homes in Orange County dropped more than 20% in 2009 and 10 additional percentage points in 2010, fewer than 18% of its residents can afford a median-priced home (<http://www.dqnews.com>). The OC ranked 228 out of 233 on the national housing affordability index (National Association of Home Builders/Wells Fargo Housing Opportunity Index, May, 2011). Orange County is also one of the least affordable markets for the 38% of its residents who rented in 2010. In 2010-11, the hourly wage needed to rent a two-bedroom apartment in Orange County was \$30.46, down about 20 cents per hour from the previous year, but still one of the highest in the nation (*National Low Income Housing Coalition*, May, 2011 www.nlihc.org).

Table 1: Cost of Single Family Residence in Orange County 2009-2011

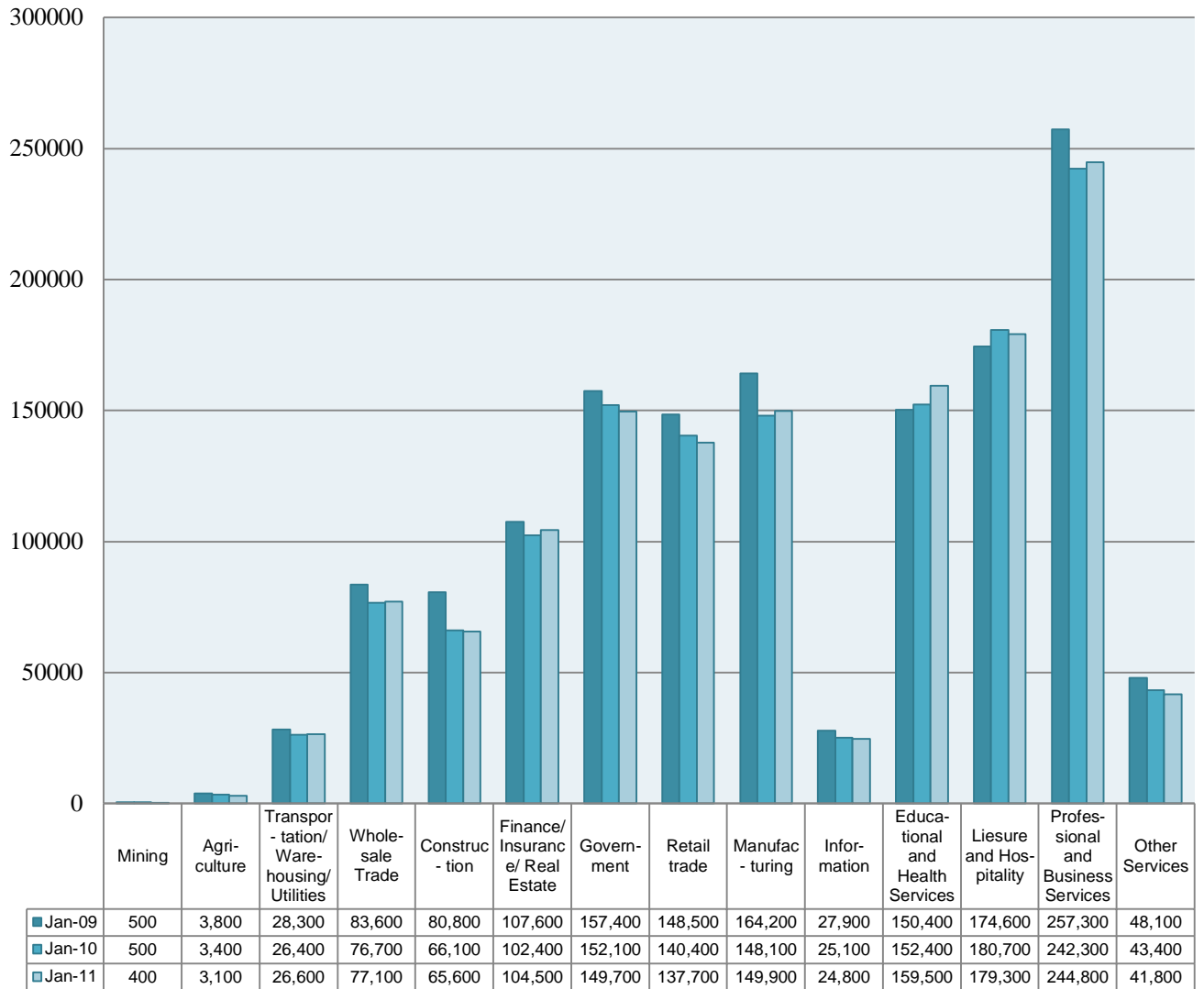
2009 Median SFR Cost	2010 Median SFR Cost	2011 Median SFR Cost
\$415,000	\$400,000	\$400,000

Table 2: Income per Hour Required to Rent a Two-Bedroom Apartment In Orange County 2009-2011

Hourly wage needed to rent two bedroom apartment	2009	2010	2011
	29.73 per hour	\$30.65 per hour	\$30.46 per hour

Employment in Orange County

Chart 1: Orange County Employment by Business Sector 2009-2011



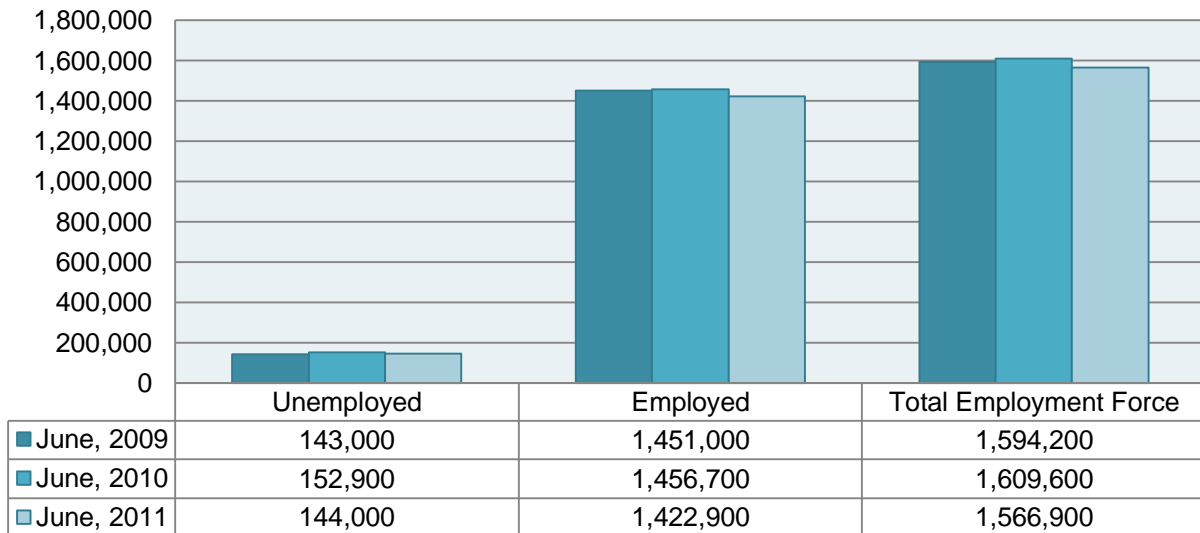
As Chart 1 shows, employment levels in several sectors—Transportation, Warehousing and Utilities; Finance, Insurance and Real Estate; Wholesale Trade; Manufacturing; Educational and Health Services; and Professional and Business Services, while not reaching 2009 levels, have registered slight gains in numbers of employees from 2010 to 2011. All other sectors have registered slight losses. Last year only two sectors showed any gains, so this is an improvement (<http://www.labormarketinfo.edd.ca.gov>).

Implication: With limited resources, ROP needs to focus adult training on specific labor needs.

Labor Market/Workforce Development

Orange County is part of the area from Santa Barbara to San Diego entitled “Tech Coast,” the world’s largest concentration of high technology computer, biotechnology, and medical device manufacturing and research and development (Orange County Business Council). In 2004, the job market increased by 34,800 jobs to 1,518,900. At the beginning of the recession, between June 2007 and June 2010, the area lost 75,000 jobs.

Chart 2: Orange County Employment/Unemployment 2009-2011



2010 was the most painful year of the recession in Orange County, but employment started to improve. From a high of 10.2% total unemployment in January, 2010, unemployment dropped to 9.2% in June, 2011. Orange County is faring better than California (11.8%), and about the same as the United States (9.1%, January 2011 (<http://www.bls.gov/eag/eag.us.htm>). The total number of both unemployed and employed persons has declined (<http://www.labormarketinfo.edd.ca.gov>).

North Orange County Regional Occupational Program

The North Orange County Regional Occupational Program (ROP) offers career technical training to more than 23,000 high school juniors and seniors and adults annually. It is a joint powers agency in partnership with five school districts -- Anaheim Union High School District (AUHSD), Brea Olinda Unified School District (BOUSD), Fullerton Joint Union High School District (FJUHSD), Los Alamitos Unified School District (LAUSD), and Placentia-Yorba Linda Unified School District (PYLUSD) -- and serves all or portions of sixteen communities over a 175 square mile area (Anaheim, Brea, Buena Park, Cypress, Fullerton, La Habra, La Habra Heights, La Mirada, La Palma, Los Alamitos, Placentia, Rossmoor, Seal Beach, Stanton, Whittier, and Yorba

Linda). ROP offers classroom instruction at three sites (ROP Career and Technical Institute, East Ball Road Campus; ROP Culinary Arts Institute; and the ROP Career and Technical Institute at the Trident Education Center), at 23 local high school sites, and at one juvenile probation site. The ROP also offers work-based learning opportunities at more than 600 community sites. All facilities are accessible by public transportation.

In 2010-2011, North Orange County ROP increased the number of high school students to 90% of its student body. It did so by building responsive communication with district and school personnel. ROP provides more sequenced courses and courses within academies to students on high school campuses.

Implication: Provide training on instructional academies and course sequences to assist teachers of adults to transition to the high school classroom.

Chart 3 shows changes in adult and high school populations over the last three years.

**Chart 3: Change in High School and Adult Populations
2008-09 thru 2010-11**

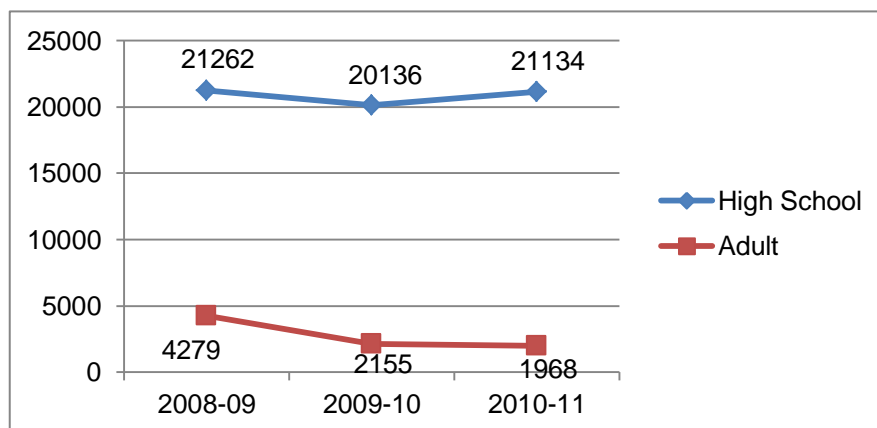


Table 3 shows course changes that came about because of budget cuts.

**Table 3: Change in Number of North Orange County ROP
Courses and Sections from 2008/09 through 2010/11**

Year	Number of Courses	Number of Sections
2008-2009	249	678
2009-2010	246	627
2010-2011	244	622

ROP also offers students a range of services that includes career guidance at each high school and counseling and assistance for special populations, as well as access to special programs for special education students in school, and economically underserved out-of-school youth. The ROP also offers a basic skills lab for academic reinforcement. All services are centrally located at ROP facilities.

PROGRAM STAFF

During the 2010-2011 school year, ROP employed 264 staff: 14 management; 157 certificated staff, including 88 full-time instructors, two of whom are “link” instructors (district employees who teach some ROP periods); and 69 part-time instructors, (under 25 hours); 23 counselors (certificated district employees contracted with ROP for 1/2 to 2/3 salary and benefits); and 70 classified staff in the following categories:

- Instructional assistants/aides 18 part-time
- Administrative assistants 11 full-time 1 part-time
- Human Resources 2 full-time
- Public Information 1 full-time
- Business Services 5 full-time
- Maintenance 4 full-time 1 part-time
- Student Information Services 5 full-time
- Technology Services 2 full-time
- Job Placement/Transition Services 7 full-time 3 part-time
- Interpreters 3 part-time
- Contracted non-ADA Class Instructors 4 part-time

Table 4: North Orange County ROP Staffing Changes 2008-2011

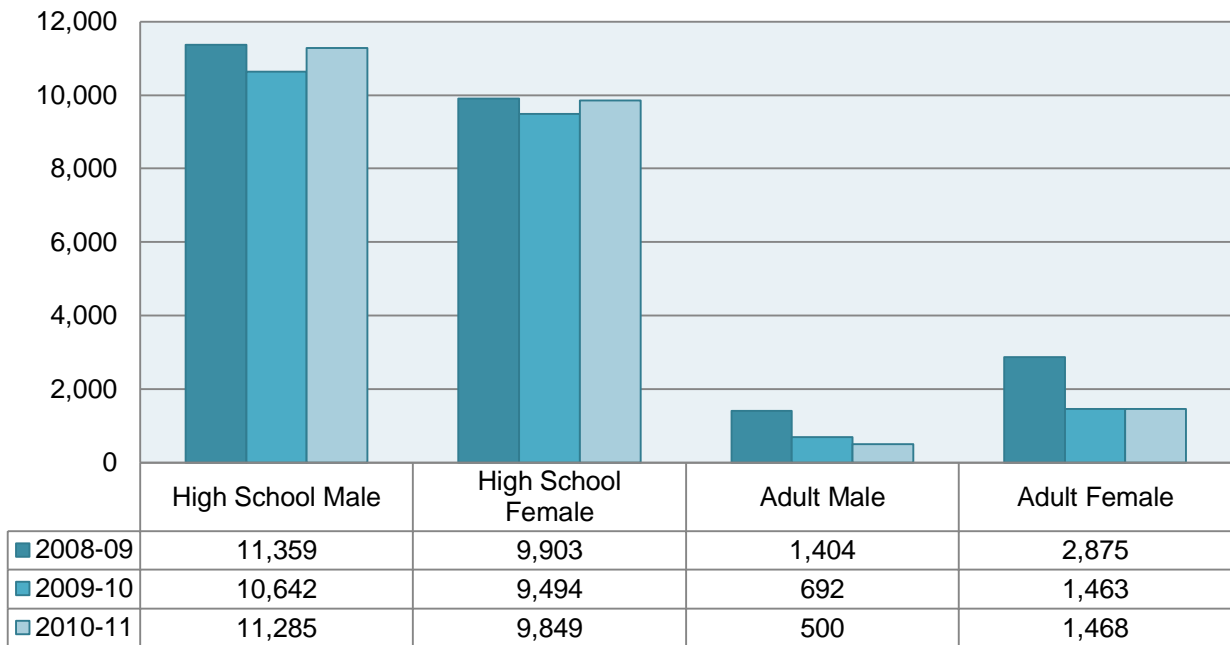
	Full time Certificated	Link instructors	Part time certificated	Counselors	Full time Classified	Part time Classified	Management
2008-09	90	2	53	23	42	31	16
2009-10	90	2	53	23	42	31	15
2010-11	87	2	69	23	47	23	14

There are also 54 certificated substitutes, three counselor substitutes, 6 apprenticeship instructors, and 12 classified substitutes working on an as-needed basis.

Student Population

During the 2010-2011 school year, the North Orange County Regional Occupational Program served 23,102 students (duplicated count—students who attend more than one class are counted for each class in which they are enrolled), primarily from the regions covered by the five agency districts. Chart 4 shows the student population by status and gender over the past three years.

Chart 4: North Orange County ROP Student Population by Status and Gender: Comparative Data 2008-09 thru 2010-11

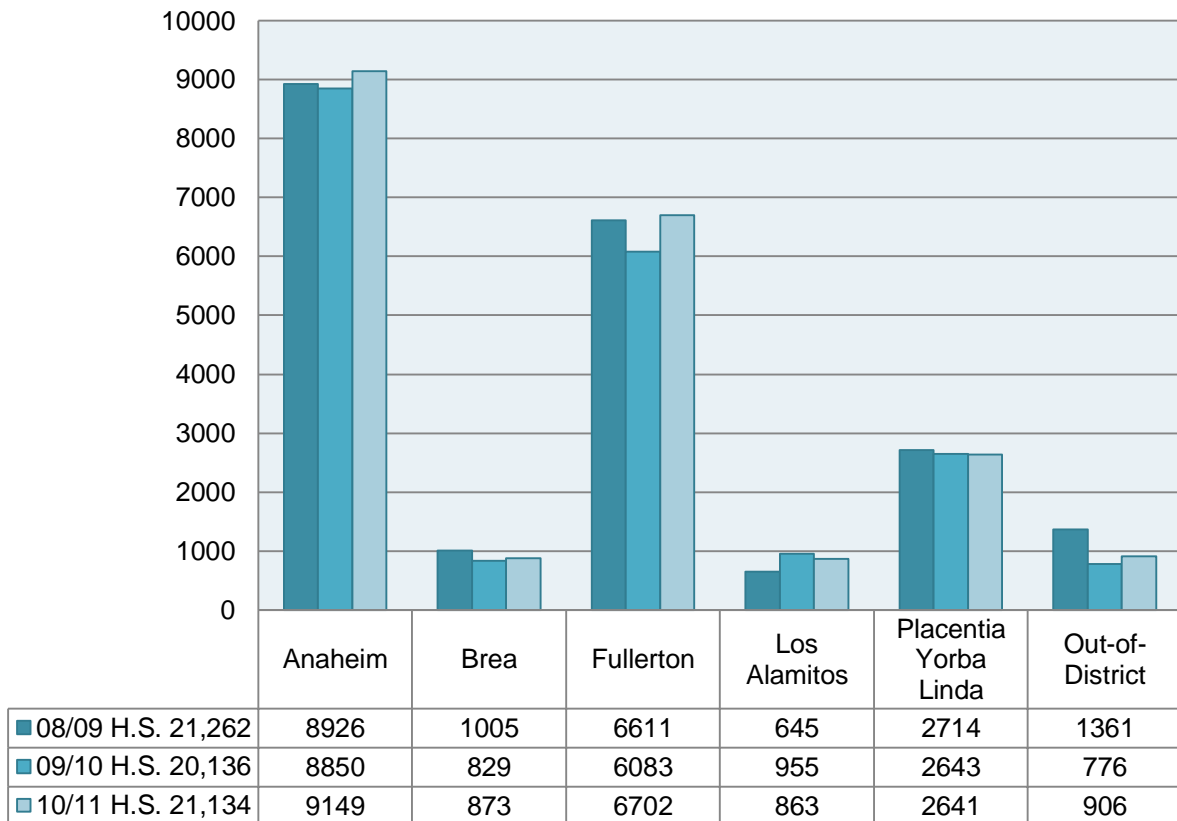


Implication: ROP needs to assure that the instructional environment is free of gender bias.

High School Participation by District

Chart 5 indicates the numbers of high school students from participating districts and from out of district enrolled in ROP classes during 2009-11.

Chart 5: High School Student Population in Participating Districts and Out of District, 2009-2011



ROP also taught career technical skills to juvenile offenders and individuals on probation in 2010-2011 under agreements with the Orange County Probation Department. More than 800 inmates of Youth Guidance Center/Rio Contiguo High School were served.

Public School Population by Ethnicity

Table 5 shows the ethnic diversity of the high schools (2009-2010) served by ROP. Orange County total numbers are included for comparison purposes (*California Department of Education Dataquest, July 2011*).

Table 5: Orange County Ethnic Diversity and Ethnic Diversity in ROP Partner Districts 2010-2011

School Districts	Hispanic or Latino	American Indian or Alaska Native Not Hispanic	Asian, Not Hispanic	Pacific Islander, not Hispanic	Filipino, not Hispanic	African-American, not Hispanic	White (not Hispanic)	Two or more ethnicities, not Hispanic or no response	Not reported	Total enrolled
Orange County	235,778	2,516	71,074	2,587	9,153	8,241	159,533	8,814	4,543	502,239
AUHSD	20,856	102	3,912	385	1,218	962	5,094	656	2	33,187
BOUSD	1,824	19	1,070	28	156	106	2,644	101	2	5,950
FJUHS	7,697	47	2,818	53	448	339	3,536	131	61	15,130
LAUSD	1,796	28	1,032	57	241	315	5,781	331	1	9,582
PLYUSD	9,208	52	2,689	63	365	455	12,590	284	214	25,920

Table 6: North Orange County ROP Student Ethnic Diversity 2010-2011 Compared to 2004-2005 and 1999-2000

ROP Students	Hispanic or Latino	American Indian or Alaskan Native (not Hispanic)	Asian (not Hispanic)	Pacific Islander (not Hispanic)	Filipino (not Hispanic)	African-American (not Hispanic)	White (not Hispanic)	Two or more ethnicities, not Hispanic or no response	Not Reported	Total enrolled
High School 2010-11	12,527 (59%)	185 (1%)	1,187 (6%)	195 (1%)	627 (3%)	656 (3%)	4,553 (21%)	1,204 (6%)	0	21,134
Adult 2010-11	679 (34%)	10 (0.5%)	209 (11%)	12 (0.5%)	113 (6%)	53 (3%)	784 (40%)	108 (5%)	0	1,968
High School 2004-05	6,039 (44%)	123 (1%)	1,148 (9%)	115 (1%)	331 (2%)	380 (3%)	3,671 (27%)	1,755 (13%)	0	13,562
Adult 2004-05	3,870 (36%)	102 (1%)	1,395 (12.5%)	66 (.5%)	948 (9%)	450 (4%)	2,667 (25%)	1,321 (12%)	0	10,819
High School 1999-2000	6,072 (43%)	133 (1%)	1,534 (22%)	(Included under Asian)	(Included under Asian)	382 (3%)	4,840 (34%)	1,097 (8%)	0	14,058
Adult 1999-2000	3,328 (31%)	86 (<1%)	2,133 (21%)	(Included under Asian)	(Included under Asian)	359 (3%)	2,781 (27%)	1,717 (17%)	0	10,404

Table 6, which compares ROP student ethnicity over an eleven-year period, shows the most growth in the Hispanic or Latino population. There are slight decreases in the Asian and white high school populations. The Filipino population has increased its population slightly, and the African-American population has remained steady. The ratios of all groups, however, are in line with the demographics in the two high school districts (AUHSD and FJUHS) from which ROP recruits the highest numbers of students.

Table 7: 2009-2011 ROP Staff Ethnic Background

North OC ROP Employee Ethnicity	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African-American	White (not Hispanic)	Multiple or no response	Total Employees	ROP
2009-10	0 (0%)	28 (11%)	1 (.4%)	5 (2%)	41 (16%)	5 (2%)	157 (67%)	2 (.8%)	229	
2010-11	0 (0%)	26 (11%)	1 (.4%)	5 (2%)	41 (16%)	5 (2%)	159 (67%)	2 (.8%)	229	

The ethnic makeup of ROP staff is disproportionate to that of the student population. In 2008, 100% of ROP instructional staff took part in SDAIE (Specifically Designed Academic Instruction in English) training to address the challenges posed by the disparity, and to satisfy the California Teaching Credential requirements.

Implication: ROP can provide training on cultural awareness and strategies to integrate within classroom instruction.

Table 8 below shows API scores over the past six years for high schools in the ROP's partner districts. Though there is steady improvement across the board, more than 2/3 of the high schools continue to fall below the statewide target of 800, and two districts—Fullerton and Anaheim—are in Program Improvement status. This highlights the importance of the work that ROP is doing to integrate academics.

Table 8: API Scores by High Schools in the Service Area, 2004-2010

High School	District	10	09	08	07	06	05	04
Oxford	Anaheim Union High	984	945	982	981	977	964	957
Troy	Fullerton Joint Union High	924	925	917	914	924	910	902
Los Alamitos	Los Alamitos Unified	911	871	851	837	836	817	802
Cypress	Anaheim Union High	880	853	843	844	835	794	751
Sunny Hills	Fullerton Joint Union High	874	858	855	843	805	807	788
Brea Olinda	Brea Olinda Unified	854	821	804	801	798	805	791
Esperanza	Placentia-Yorba Linda Unified	838	842	832	837	838	834	780
El Dorado	Placentia-Yorba Linda Unified	831	818	811	726	732	812	789
John F. Kennedy	Anaheim Union High	821	794	790	787	781	740	723
Sonora	Fullerton Joint Union High	799	778	762	751	756	737	721
La Habra	Fullerton Joint Union High	795	786	778	745	756	748	689
Valencia	Placentia-Yorba Linda Unified	794	777	769	758	742	739	697
Fullerton Joint Union	Fullerton Joint Union High	789	785	768	732	735	735	691
Western	Anaheim Union High	784	751	769	731	735	691	678
Buena Park	Fullerton Joint Union High	737	728	729	717	699	662	628
Loara	Anaheim Union High	729	699	733	721	731	680	660
Katella	Anaheim Union High	721	699	690	688	669	651	640
La Vista	Fullerton Joint Union High	719	668	729	568	668	540	403
Savanna	Anaheim Union High	701	679	697	700	700	665	633
Anaheim	Anaheim Union High	700	698	701	684	669	613	575
Laurel (Cont.)	Los Alamitos Unified	683	662	570	633	640	603	501
Magnolia	Anaheim Union High	678	677	676	687	690	643	619
La Sierra (Alt.)	Fullerton Joint Union High	631	625	575	535	678	565	504
El Camino Real (Cont.)	Placentia-Yorba Linda Unified	534	573	642	551	560	439	404
Gilbert (Cont.)	Anaheim Union High	527	502	506	***	588	403	404

****(Failed to test a significant number of students)* California Department of Education Dataquest 6/25/09

Implication: ROP can support schools by increasing the teaching of skills in English (reading, writing and speaking) and math.

Implication: ROP can also target its own teachers at schools with lower API scores for staff development in academic integration.

North Orange County ROP Programs and Courses

North Orange County ROP offers 93 courses within 12 career pathways that include the following:

- Agriculture
- Arts, Media and Entertainment
- Building Trades and Construction
- Education, Child Development and Family Services
- Engineering and Design
- Finance and Business
- Health Sciences and Medical Technology
- Hospitality, Tourism and Recreation
- Manufacturing and Product Development
- Marketing, Sales and Services
- Public Services
- Transportation

ROP is an important part of sequenced career courses on all the high school campuses it serves, part of several academies, and part of one California Partnership Academy (Medical Careers). ROP instruction is an integral piece of a Digital Arts Academy at one high school.

Additionally, some ROP classes are granted fine arts credit by colleges and universities, including Art in Animation, Visual Communications, and Traditional Photography. Others are granted a-g credits from the University of California, including Child Development; Principles of Teaching and Learning; Marine Science; Medical Careers II, Principles of Engineering and Introduction to Engineering Design.

There are four Medical Careers Academies (Sonora, Esperanza, Valencia and Savanna High Schools), two of which feature Fundamentals of Nursing classes that can lead students directly from high school into the 13-month Vocational Nurse program. These academies are popular on campus to students with a wide range of academic abilities. Health Sciences and Medical Technology classes also prepare students for an array of professional certificates, including Certified Nursing Assistant, Licensed Vocational Nurse, Certified Medical Assistant, Certified Pharmacy Technician, Licensed Phlebotomist, Emergency Medical Technician, and Registered Dental Assistant. Moreover, Health Sciences students are encouraged to join very active HOSA (Health Occupations Students of America) chapters and compete regionally and nationally to win gold, silver and bronze medals at the highest level of competition.

There are numerous classes in Hospitality, Tourism and Recreation, including certificate programs in culinary arts on six high school campuses. Moreover, students in culinary

programs must attain ServSafe© certification, which enables them to work throughout the USA as food handlers. Last year, culinary students organized a Skills USA chapter. Marine Science/Diving students can earn Red Cross Life Guard certification and become officially certified as scuba diving instructors by NAUI (the National Association of Underwater Instructors).

There are increased numbers of Education, Child Development and Family Services classes at several high schools. ROP, in conjunction with Anaheim Union High School District and Cypress College, completed its third and final year of a \$350,000 grant from the James Irvine Foundation to develop and support college classes on high school campuses to encourage careers in education. Additionally, high school students in Careers in Teaching and Learning classes are able to intern on many elementary school campuses.

Building and Construction Technology classes remain very attractive to students, and Building Industry Technology Academy (BITA) teachers have added green technologies, including solar and water-saving installations to the standard four-year BITA curriculum. All students in these classes are encouraged to participate in many extracurricular activities, from the annual Homebuilders' Association Design/Build contest to the regional Bricklayers contest, Paint Your Heart Out, and HomeAid building projects that assist the homeless. Masonry students are encouraged to join the apprenticeship program. ROP is the LEA for several apprenticeship programs.

Demand for engineers is high, and ROP has implemented several ***Project Lead the Way*** classes that include Principles of Engineering and Introduction to Engineering Design, as well as Design and Fabrication for Engineering Careers and Computer-Aided Drafting. Students participate in many extracurricular activities throughout the year, including VEX contests that pit one team's remote control robot against another team's robot. CAD students also enter statewide drafting contests. Students formed a Skills USA chapter this year.

Eighteen (18) high schools have Public Service pathways that include classes in Legal and Law Enforcement Occupations; most have sections in Introduction to Forensic Science/Crime Scene Investigation. Three schools have Introduction to Fire Technology, and four schools have Emergency Medical Responder/Emergency Medical Technician classes.

Eight schools have Transportation pathways that include Introductory and Intermediate Automotive Technology classes for their students. One of those schools also offers Auto Body Repair. Students who complete four years of ROP automotive technician training meet NATEF requirements to be certified in brakes, suspension/steering, electrical and engine performance diagnosis and repair. Students participate annually in the Orange County Automobile Dealers' Association technician contest. More than 100 students compete in the written test and only 12 make it to the automotive troubleshooting contest. For the last several years, eight of those twelve students have been from North Orange County ROP. Students also participate in several other

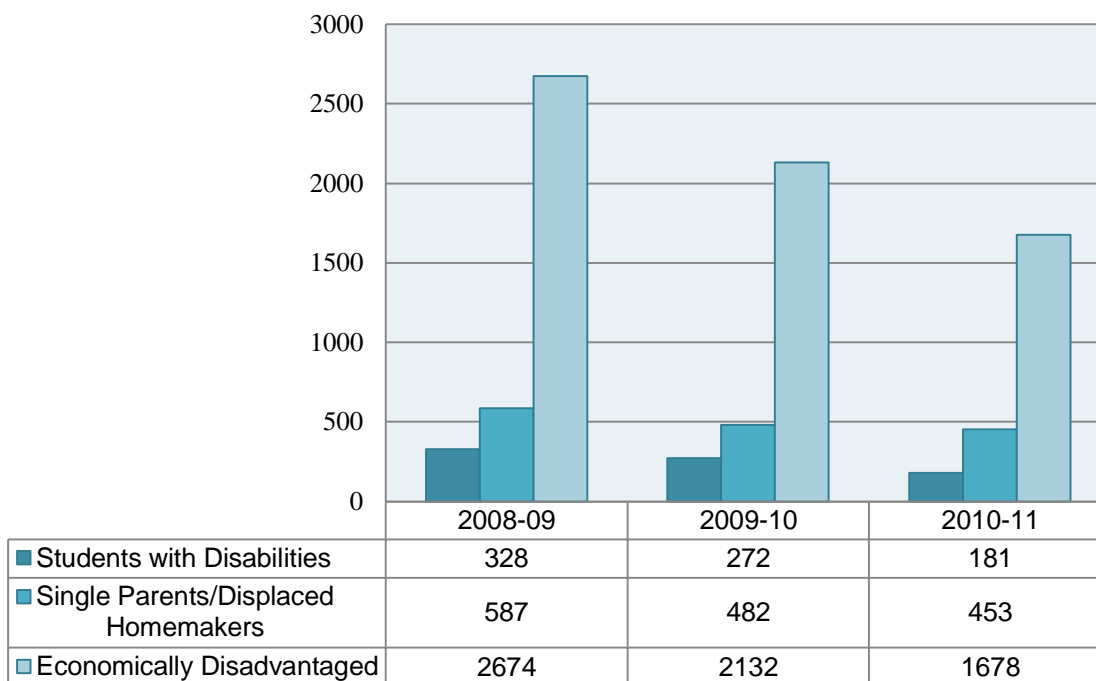
contests, and won first place this year (again) in the national engine teardown and build contest at the SEMA Convention in Las Vegas.

Further, all ROP training courses teach significant foundation skills, including critical thinking, oral and written communication skills, teamwork, academic skills, and other vital job skills, including how to apply and interview for a job.

Specialized Student Services

ROP receives Carl D. Perkins funding which supports adults with special needs and the economically disadvantaged, funding staff, books, enrollment fees, and vocational counseling. At the same time as ROP is developing a primarily high school student base (90% in 2011), Carl D. Perkins funding is decreasing. ROP anticipates an even greater decrease in funding as its adult population continues to decline.

Chart 6: Students Supported by Carl D. Perkins Funding 2008-2011



Perkins funding is still available to support the number of adult students with disabilities and the economically disadvantaged.

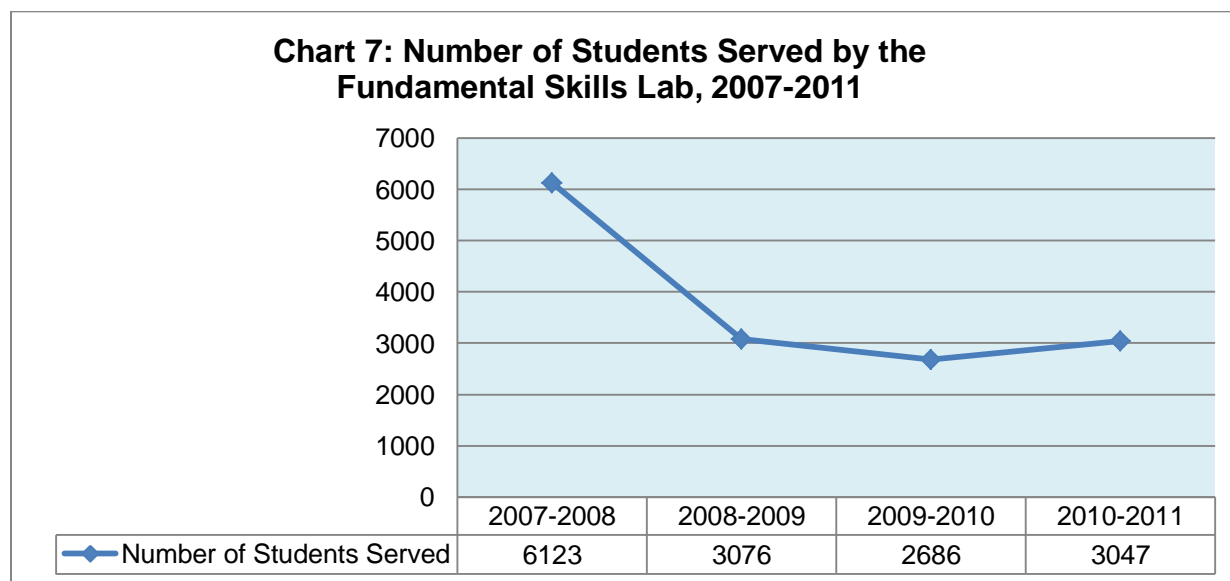
Transition Services provides assistance by job developers to individual students so they will succeed in the working world. The WorkAbility I program promotes independent living and provides comprehensive pre-employment worksite training, employment and follow-up services for youth in special education who are making the transition from school to work or postsecondary education.

The Workforce Investment Act program (WIA) offers employment and training services to youth ages 14 through 21. ROP has contracted with the City of Anaheim to provide services primarily to Anaheim youth who are economically disadvantaged and have significant barriers to their employment. Barriers include categories such as: student who is pregnant and/or parent; student who is an offender and/or incarcerated; student who requires additional assistance to complete education or secure and retain employment. This year WIA, in conjunction with ROP, ran a pilot program in “Green Jobs” funded by federal stimulus dollars. The 18-month program prepared WIA-eligible students for job in the emerging green industry sector by training them in civic responsibility, environmental stewardship and zero-waste projects.

Table 9: Number of Students Served by Various Transition Programs 2008-2011

	WorkAbility		WIA	Summer Youth	Green Jobs
	Served	Placed			Pilot Program
2008-2009	823	236	172	367	
2009-2010	861	265	202		25
2010-2011	884	228	254		25

To support blind or visually impaired students, ROP established the High Tech Center for the Visually Impaired in 1984; for students who need assistance with basic academics, ROP established a Fundamental Skills Lab (FSL) in 1994. The High Tech Center educates students in office and PC skills. The FSL’s programs help students gain competency in language and math skills so they can succeed in the classroom. Students who need remediation are referred to the lab by high school instructors and instructors on site at the East Ball Road facility.



With the decline in adult ROP students, use of the Fundamental Skills Lab has evened out over the past three years to serve about 3000 students each year (Chart 7).

Additionally, ROP pretests adult students enrolling in most health science programs to determine their basic skills levels. The pretest determines if students will be referred to the Fundamental Skills Learning Lab to complete skills remediation before they can enroll; if they will be referred for remediation with concurrent enrollment; or if they can enroll without remediation of any kind.

Student Achievement and Recognition

Records of Competency are written documents of attainment awarded to any student who becomes proficient (grade of A or B) in skills needed to meet any one of many job titles. Records of Competency, granted by instructors and issued by the Student Information Services Department on ROP letterhead and stamped with the ROP seal, list the skills that students have mastered. Several Records of Competency are available in each course, and students may earn multiple Records of Competency.

Table 10: Letters of Competency Issued by North Orange County ROP from 2009 to 2011

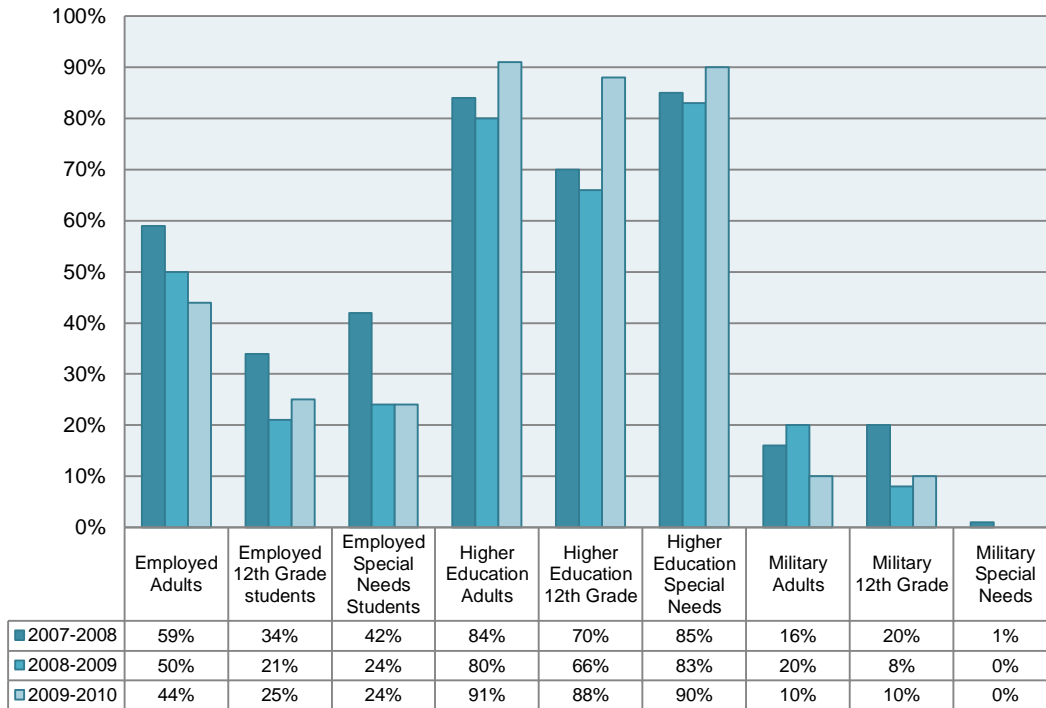
Year	2008-2009	2009-2010	2010-2011
Issued Letters of Competency	15,124	15,656	13,900

Exceptional achievement is recognized by the Career Education Foundation (a 501© (3) non-profit organization) with scholarships and awards at a formal ceremony at the Heritage Forum Theater in Anaheim at the end of the school year. In 2010, more than 250 students were nominated by instructors, and all were awarded cash prizes before an audience that numbered over 1,000. The foundation gave \$40,000 to students who excelled in their fields.

Student Follow-Up

Six months after exiting ROP classes, students are surveyed about what they are doing—working or not, going to school, or in the military. Chart 8 paints a picture of what percentage of students who responded to the surveys are employed, enrolled in advanced education or who are in or planning to enlist in the military.

**Chart 8: North Orange County ROP
Placement Data for 2007-2010**



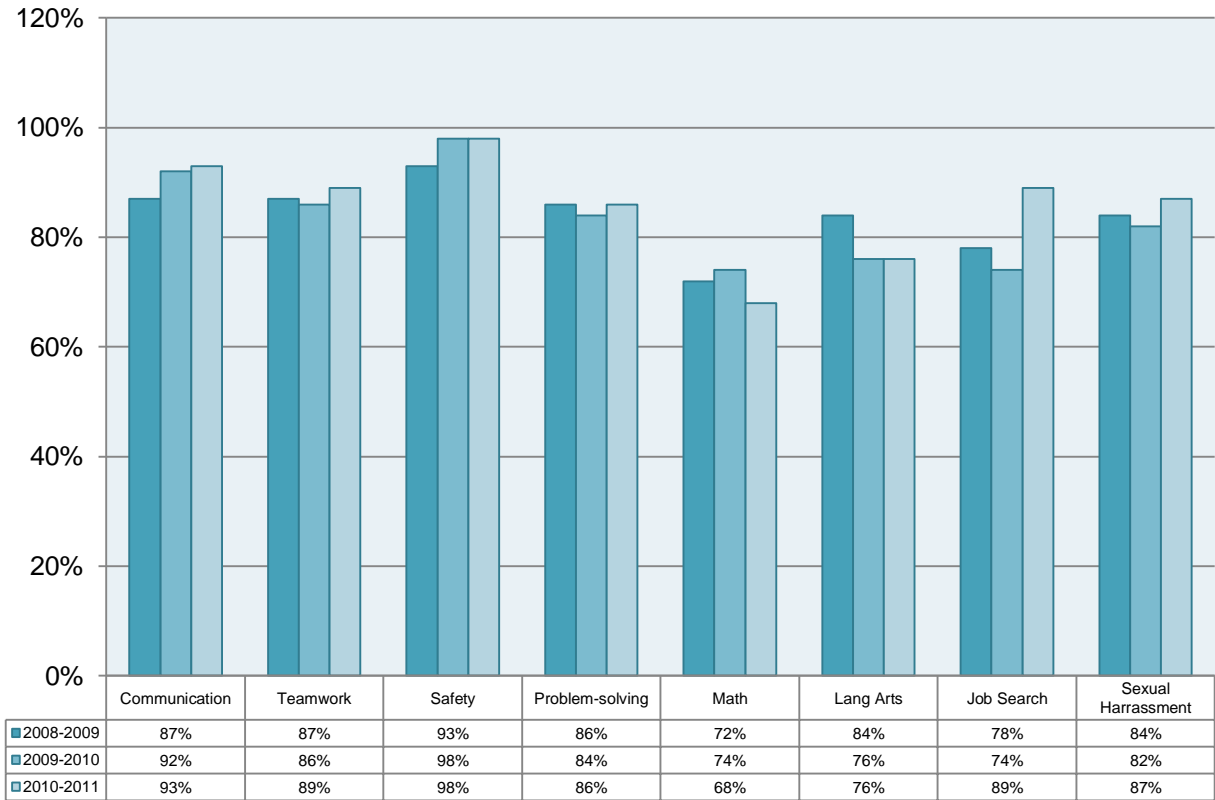
Upon exiting ROP classes, students are queried about their perception of their ROP experience. Chart 9 reveals survey results since 2007. Student perception of workplace and academic skills taught has increased significantly since 2004, and remained stable over the past two years, with few changes. In 2009-10, there was an increase in perception by students that their classes are helping them learn communications and safety skills (5%) and math skills (2% increase) with some decreases in perception of being taught problem solving, language arts and employment-seeking skills. The follow-up placement study for the 2010-2011 school year will begin in December, 2011.

Training and Education Requirements for High Growth Occupations

In Orange County's high-growth occupations (cf. appendix), the training and education most often required is short-term, on-the-job training. ROP is uniquely placed to offer much of the short and mid-term training needed for people to be job-ready. 21.3% of all jobs in Orange County require a bachelor's degree or more; 6% require an associate's degree (Orange County Work Force 2009-10, Orange County Business Council). However, low wages prevail in many of the jobs that have lower educational requirements.

Implication: Students need to be made aware of the important skills they are learning as they relate to academics, employability, and workplace basics.

**Chart 9: Exit Survey Results--
Student Perception of Workplace and Academic Skills
Learned in North Orange County ROP Classes 2008 - 2011**

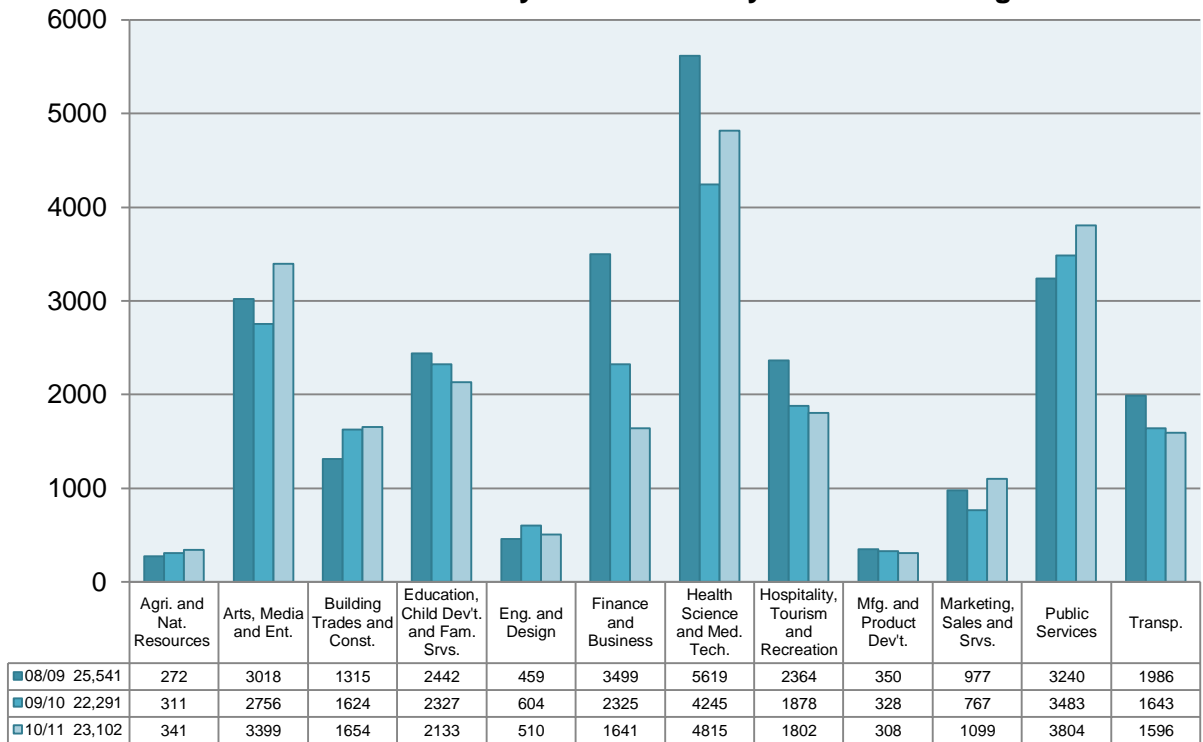


Implication: Teachers need to be able to articulate to administration and other stakeholder groups examples of academic integration and provide examples of student work.

Enrollment by Career Pathway

Numbers of students enrolled by career sector indicated in Chart 10 somewhat mirror Orange County’s labor market needs, and to some extent, its existing ratios.

Chart 10: ROP Enrollment by Career Pathway from 2008 through 2011



Implication: It is important to compare the proportions of student enrollment within ROP courses to the labor market demand in Orange County, as ROP needs to consider resources available in planning program offerings.

Communication to Stakeholders

ROP informs its stakeholders (district administration, high school administration, counselors, parents, potential students and instructors) of its programs and services by annual catalog; fall and spring after-school class schedule; website, newsletter, and an annual breakfast for counselors and school administrators. ROP administrators ask for input from the district at the breakfasts and follow up with a report on what they did with the ideas the following year. Additionally the Superintendent holds an advisory breakfast each year and asks for input from the community (Representatives from cities, chambers of commerce, political offices, business and industry, and higher education send representatives to this event).

Postsecondary Advanced Education and Training

Cypress College and Fullerton College—both part of the North Orange County Community College District—serve the same communities as North Orange County ROP. These and other area community colleges, private technical institutes, and colleges offer a variety of career technical training programs, with which many ROP courses articulate. (See the 2010 articulation list below.) Articulation allows students who have passed specified ROP classes with a grade of A or B to enroll in further training at the community college without having to repeat certain courses, and receive college credits or advanced placement in those courses.

The Art Institute of California

Culinary Arts

Cerritos College

Accounting*
 Automotive Technician
 Business Technology*
 Computer Aided Design*
 Safety and Sanitation*
 Metal Fabrication/Welding*
 (*pending)

Cypress College

Automotive Technician
 Safety and Sanitation

Fullerton College

Automotive Technician
 Carpentry/Construction Occupations – BITA 1,2,3,4
 Computerized Accounting
 Cosmetology

Drafting/Computer-aided Design (CAD)
 Esthetician
 Graphic Communications and Print Technology
 Welding/Metal Fabrication
 Wood Manufacturing

Golden West College

Automotive Technology
 Business Technology
 Computerized Accounting
 Drafting/Computer-aided Design (CAD)

Orange Coast College

Careers with Children
 Computer Graphics and Design
 Traditional Photography with an Introduction to the Digital Domain
 Drafting/Computer-aided Design (CAD)
 Safety and Sanitation
 Welding/Metal Fab

Rancho Santiago College

Child Development
 Intro to Fire Technology

Rio Hondo College

Automotive Technology
 Child Development
 Drafting/Computer-aided Design (CAD)
 Introduction to Forensic Science
 Legal and Law Enforcement

Westwood College

Accounting Clerk I and II, Computer Business Technology
 Computer Graphics and Design
 Entrepreneurship
 Introduction to Forensic Science
 Legal and Law Enforcement
 Drafting/Computer-aided Design (CAD)

Implication: *Students need to be made aware of articulation opportunities and other higher education/training opportunities available in their selected pathways so they can follow the path to advancement in their chosen career.*

POINTS OF PRIDE

ROP students achieve skills, confidence, and the ability to get and keep jobs in their classes for a number of reasons:

- Teachers who have a high level of expertise and enthusiasm for their fields, who involve their students in extracurricular career-related activities, and who avail themselves of proffered staff development activities that enhance their teaching and evaluation skills.
- Alignment of ROP classroom activities with state academic standards in language arts and math by 100% of instructors; these standards alignment templates have been published in a document entitled *Academic Standards in Career technical Courses*, and presented to district central office personnel, high school administrators, and board members.
- Collaboration with high school and district administrations in a large number of academy/pathway programs; collaborative Careers in Education classes with Anaheim

Union High School District and Cypress College; Project Lead the Way pre-engineering classes at Anaheim, Western, Los Alamitos, Sunny Hills, and Troy High Schools, and a Digital Arts Academy (Fullerton High School) that all focus on integration of core academics while at the same time responding to local labor market needs.

- Collaboration with partner districts to provide comprehensive career guidance to high school students with counselors (career guidance specialists) at every high school
- Involvement by students, teachers and administrators in Career and Technical Student Organizations (CTSOs), competitions and community outreach
- Collaboration with local community colleges that has resulted in over 60 formal articulation agreements and grants that help students earn college credits while they are in high school
- Collaboration with district, city, and probation officials for assistance, through WorkAbility and WIA, with career technical education of students who have barriers to success
- Support services for special needs populations, including Disabled Student Services, Fundamental Skills Lab, and the Hi-Tech Center for the Visually Impaired and Blind
- Student Information Services staff members, who provide registration, records of competency on demand, and course information to the adult and out-of district population
- A foundation that rewards outstanding students with scholarships and recognition
- Good communication to stakeholders about student achievement.

The ROP has responded to local labor market needs through:

- Increased course offerings in pre-engineering, health sciences, hospitality, and education
- Programs that prepare students for industry certification, such as licensed vocational nurse, registered dental assistant, NATEF, NAUI, and more.
- Instructional programs that stress career preparation standards (essential employability skills), such as communication, problem-solving, and teamwork

KEY IMPLICATIONS

API Scores

- ROP can support schools by increasing skills in English (reading, writing, speaking) and math.

Integration of Academic Skills

- Teachers need to be able to articulate to administration and other stakeholder groups examples of academic integration and provide examples of student work.

Skills Taught in ROP Classes

- Students need to be made aware of the important skills they are learning as it relates to academics, employability, and workplace basics.

ROCP Course Offerings and the OC Labor Market

- It is important to compare the proportions of student enrollment within ROP courses and the labor market demand in Orange County.