



ROCP NEWSLETTER

Volume 1, Issue 1

Understanding ROCPs Role in CTE

Special points of interest:

- 74 ROCPs in California
- Serve almost 555,000 students annually
- Over 53,000 business partnerships
- Over 18,000 advisors with technical expertise
- Many courses lead to postsecondary education
- Over 524 courses are University of California A-G certified/accepted
- Highly regarded by students, parents, business and industry, and local communities

Inside this issue:

- ROCP Mission and Overview **2**
- ROCP Impact on Student Achievement & Success **2**
- ROCP Governance **3**
- ROCP Connections with Business and Industry **3**
- ROCP Funding **4**
- ROCP Accountability **4**

ROCP programs are available to all students 16 years of age, or grade 11 and older, regardless of socio-economic status, academic performance, ability, or prior education.

Statewide enrollments are approximately 90

percent high school students, and 10 percent adults.

ROCPs are a “program of choice” for all participants including college and non-college bound. Courses taught in the ROCP delivery system encompass the full range of pathways in all 15 industry sectors.

ROCPs offer students support services including job placement assistance and counseling and guidance services, as well as

extended school day, evening courses, and short-term training.

Program curricula are designed at the local level with business and industry input and California Department of Education certification.



ROCPs award certificates of completion and/or state or national industry-based certification upon students’ successful completion of the course or passing the certifying examination. **AAugust**

All ROCP instructors have Designated Subjects Credentials or a Single Subject Credential in their subject area issued by the Commission on Teacher Credentialing (CTC). Teachers who hold a Bachelors Degree, and teach ROCP courses that satisfy a core academic area for graduation from high school, are “Highly Qualified” under the No Child Left Behind Act (NCLB). Finally, ROCPs can provide a realistic opportunity for people with barriers to employment (i.e., students who have dropped out, re-entry women, adults transitioning off welfare, displaced workers, and others needing an opportunity/assistance to succeed).

Demand for ROCP Expansion

For over 25 years, each ROCP has been “capped” at a specific level of ADA, yet the demand for new and innovative CTE programs continues to increase. Local ROCP governing boards and administrators face pressures to increase programs from

students, parents, school district administrators, and the community.

Each ROCP must make decisions to continue to operate specific ROCP courses—making difficult choices in light of their ADA cap.



ROCP Mission and Overview

ROCP has been a major component of California's workforce preparation system for 38 years.

In school year 2007-08, the 74 ROCPs provided high school and adult students with valuable CTE training programs and services.

The Purpose of ROP is to prepare students to:

- Enter the workforce with skills and competencies necessary to succeed
- Pursue advanced training in higher educational institutions
- Upgrade existing skills and knowledge

ROCPs were established as "regional" programs or centers to allow students from multiple schools or districts to attend courses regardless of geographic

location of their residence in a county or region. ROCP delivery system is directly linked to



business and industry through advisory committees and provides work-based learning opportunities for students.

Many ROCP courses are articulated with local California Community College Districts. ROCP

course curricula are state-certified and students completing training receive Certificates of Completion typically indicating the competen-

cies each student has mastered. Depending on the course, students may also receive industry certification that is recognized regionally, statewide or nationally.

"The results revealed that ROCP students had better 12th grade attendance rates."

ROCP Impact on Student Achievement & Success

A study conducted by the University of California (UC) in 2004 and 2006 on the effectiveness of ROCP programs produced some noteworthy conclusions. This study compared 21 ROCPs throughout the state to a control group of similar high school students not enrolled in ROCP programs.

The results revealed that ROCP students:

- Improved their high school grade point averages (GPAs)
- Had better 12th grade attendance rates
- Enrolled in postsecondary education in large numbers
- Preferred ROCP classes to other subjects
- Earned higher wages than comparison group peers
- Had more success in securing raises and promotions on the job



WE'RE ON THE WEB!
WWW.CAROCP.ORG



ROCP Governance

The 74 ROCPs are organized in 3 distinct ways: 42 are **county-operated**, 26 have **joint powers agreements (JPA)**, 6 are **single districts**.

County-operated ROCPs

The governing board is the county board of education. Teachers may be employed directly by the county or by the participating school districts and then are contracted to the ROCP for a part or all of their day.

JPA ROCPs

A JPA is the joint venture of two or more school districts. The JPA governing board is made up of elected representatives from the member school district boards of education. Most of the teachers are hired either directly by the JPA or by the participating school districts and then contracted to the JPA for all or a part of their day.

Single District ROCPs

Only school districts with average daily attendance (ADA) of 50,000 or more located in Class 1 counties and school districts with ADA of 100,000 or more located in Class 2 counties are eligible to become single district ROCPs. The governing board is made up of the same members as the district board of education. The district employs all the teachers for the ROCP classes.

ROCP Connections with Business and Industry

ROCPs collaborate and work in partnership with over 53,000 business and industry partners as well as public and private agencies and associations to develop industry-based curriculum and offer classes to meet local business and industry needs. Students receive training taught by experienced business and industry experts at a variety of venues from regular classrooms on high school campuses to actual business facilities such as hospitals and fire stations.

Every ROCP program is required to have a business/industry advisory committee that meets annually to evaluate the program's curriculum, validate whether there are employment opportunities in that training area, and make suggestions regarding program operation.

Work-based learning is particularly effective in motivating and training potential employees.



Work-based learning is an important instructional methodology integral to the ROCP system. The two types of work-based learning are "Community Classroom" where the student is NOT paid and "Cooperative Vocational Education" where the student IS paid. Businesses have formal training agreements with local ROCPs to allow

hands-on training at the workplace, under the supervision of a credentialed teacher.

ROCPs are required to demonstrate, using labor market data, that the need for an occupational training program exists when the program is initiated and every two years

thereafter during the biennial review by the local governing board.

"Work-based learning is particularly effective in motivating and training potential employees."



ROCP Funding

ROCPs are funded under Proposition 98 through the annual Budget Act. The 2007-08 appropriation was \$485,656,000. This was a fixed amount that is allocated to all ROCPs based on a revenue limit unique to each ROCP and a limit (cap) on the number of ADA that can be funded in each ROCP. In fiscal year, 2006-2007, the statewide average ROCP revenue limit was \$3,445 per ADA, the most recent year with verified annual data.

ROCPs receive growth funds through the State Budget Act based on the projected growth of enrollment in grades eleven through twelve. In 2008-2009, the Budget Act appropriated \$0 for ROCP growth. There will be no growth funds available for ROCPs in the

budget year 2009-2010.

Each ROCP is allocated at least ten units of growth ADA, except during a fiscal crisis. Some rural areas of the state receive additional revenues under a necessary small ROCP funding formula.

In 2008-2009 there were 8 ROCPs funded under this statutory provision.

ROCPs receive funding under the adult portion of the federal Carl D. Perkins Act grant Section 132. In fiscal year 2008-2009 ROCPs received a total of \$5,493,651 from the \$14,496,060 available under Section 132. The remaining ROCPs did not apply for these funds.



ROCP Accountability

ROCP accountability is driven by local governing boards. The CDE's role is advisory. ROCP governing boards are required on a biannual basis to review all courses for effectiveness by:

- Evaluating program completion and employment rates
- Establishing that there is a documented labor market demand for courses

Courses that do not meet these criteria must be terminated within one year.

Carl D. Perkins requires that ROCPs annual report enrollment data and outcome data to the CDE using core indicators: academic skill attainment, career and technical skill attainment, placement, employed in related or non-related occupation, full-

time service in the military, non-traditional enrollment and program completion.

ROCPs voluntarily report data to the CDE on each program such as:



courses conducted, local labor market demand, advisory committee meetings held, governing board approval status, core academic area standards

supported, courses approved for core academic graduation and UC "a-g" requirements for admission, courses articulated with postsecondary institutions, and issuance of industry-based certification or license.

Similar data is also reported for adults (with written permission) to the Workforce Investment Board under the state's

ROCPs report enrollment, outcome, and demographic data for all CalWORKs adults enrolled in ROCP courses.

Through "CTE Online", teachers are able to determine which specific academic and other standards they are integrating into their lessons, with a special focus on the academic standards found in the CAHSEE and California Standards Tests.

State adopted CTE Standards of 2005 have been provided to all ROCPs. The ROCPs have made significant progress in incorporating these standards into their curriculum.

