



Tri-Valley Regional Occupational Program

1040 Florence Road, Livermore, CA 94550

Ph. (925) 455-4800 - Fax (925) 449-9126

JOINT POWERS GOVERNING BOARD

Regular & Organizational Board Meeting of January 25, 2017

5:00 pm Open Session

THE MISSION OF TRI-VALLEY ROP IS TO:

- Educate and train a broad spectrum of students by providing a bridge of opportunity connecting school to continuing education and career.
- Support and guide the development of life and career skills valued by business, industry, colleges, and society.
- Provide an environment of continuous program improvement, responsive to the changing needs of students, employers, and industry.
- Educate all students, including Adults in Correctional Facilities, to acquire the skills, attitudes and values needed to find and retain jobs, to be socially responsible, and to make positive contributions to their families and the community.

JOINT POWERS GOVERNING BOARD MEETING PROCEDURES

Members of the public are encouraged to attend meetings of the Board. Individuals may address the Board regarding items *on* the agenda during the agenda item or, for Closed Session items, prior to Board adjournment into Closed Session. To address the Board regarding an item that *is* on the agenda, please complete a **blue speaker card** and submit it to the Administrative Assistant **prior** to Call to Order of the meeting or prior to the agenda item you wish to address. This allows the Board Chairperson to divide the available time among speakers.

Speakers may address the Board under agenda item **4.0, PUBLIC COMMENT**, regarding items of public interest within the Board's jurisdiction but are *not* on the agenda. Speakers should complete a **yellow speaker card** and submit it to the Administrative Assistant **prior** to Call to Order of the meeting. By law, the Board may listen to comments, but may not enter into discussion nor take action on any item not on the agenda. Time is limited to 3 minutes per speaker and 20 minutes per subject matter.

JOINT POWERS GOVERNING BOARD

Joan Laursen, Chairperson
(925) 519-5310

jlaursen@pleasantonusd.net
Member District: Pleasanton USD

Chuck Rogge, Vice Chairperson
(925) 447-1604

rogge.lvjUSD@isp.com
Member District:
Livermore Valley Joint USD

Dan Cunningham, Member
925-808-1084

cunninghamdan@dublinUSD.org
Member District: Dublin USD

Julie Duncan, Superintendent
(925) 455-4800 x 106

jduncan@tvrop.org
Secretary to the Governing Board

www.tvrop.org

Accessibility to Facilities and Agenda Materials: The Tri-Valley ROP desires to make all of its public meetings accessible to the public. Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in this meeting should direct such request to the Tri-Valley ROP Superintendent, 1040 Florence Road, Livermore, CA 94550, or by calling (925) 455-4800 at least 48 hours before the meeting, when possible. Non-confidential materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection in the Superintendent's Office (address above) during normal business hours.

1. CALL TO ORDER / ROLL CALL – 5:00 pm

2. CONVENE TO ANNUAL ORGANIZATIONAL MEETING OF THE BOARD

TVROP Board Bylaws 9100, *Organization*, and the Fifth Amended Joint Powers Agreement require the Governing Board to hold its annual organizational meeting during the first meeting of the calendar year. At this meeting, the Board shall elect a Chairperson and Vice Chairperson from its members and develop a schedule of regular meetings for the year.

2.1 Election of Board Chairperson for 2017

2.2 Election of Board Vice Chairperson for 2017

The newly appointed Chairperson of the Joint Powers Governing Board will assume the Chair at this time. Past Chair shall pass the Chairpersons Gavel to newly the newly appointed Chair.

3. RECONVENE TO OPEN SESSION

3.1 Flag Salute - Pledge of Allegiance

3.2 Approval of the Agenda

Prior to approving the agenda, a Board member may request that an agenda item be pulled or moved on the agenda.

4. PUBLIC COMMENT

At this time, members of the public may address the Board regarding matters not on the agenda but within the Board's jurisdiction. (For items that *are* on the agenda, the opportunity for public comment will be presented during each agenda item.) Speakers should submit a speaker card to the Administrative Assistant prior to Call to Order of the meeting: a *yellow card* for items not on the agenda and a *blue card* to speak during an agenda item. Time is limited to 3 minutes per speaker and 20 minutes per topic.

5. RECOGNITIONS – None

6. CONSENT CALENDAR

The Consent Calendar is for items that require the approval of the Board, but are routine in nature. The Board acts upon these items in one vote. Any member of the Board, administration, or public may request that an item be pulled from the Consent Calendar and discussed and/or acted upon separately under Deferred Consent Items.

CONSENT – MOTIONS

6.1 Approval of Minutes from the Regular Board Meeting of December 7, 2016

The Board will consider approving minutes from the December 7, 2016 Board Meeting.

6.2 Approval of Bill and Salary Reports – December 1 - 31, 2016

The Board will consider the approval of Bill and Salary warrants which show the District's operating and salary expenditures for the prior two months.

6.3 Approval of Purchase Order Summary – December 1 - 31, 2016

The Board will consider the approval of the purchase order summary which shows encumbrances of the District funds for the prior two months.

6.4 Adopt Proclamation for CTE Month – February 1 – 28, 2017
The Board will consider the approval of a Proclamation in support of the Association for Career Technical Education and National CTE Month.

6.5 Developmental Psychology of Children I Course Outline
Dawn Pavon, DPOC Instructor, will present the updated course outline for DPOC I.

CONSENT – RESOLUTIONS

6.6 Resolution No. 2016-17.8. Board Members’ Signature Card
Education Code Section 42632 states, each order drawn on the funds of a school district shall be signed by at least a majority of the Governing Board or by a person or persons authorized by the Governing Board and said Governing Board signatures shall be updated annually with the residing County Office of Education.

7. DEFERRED CONSENT ITEMS

Items that are pulled from the Consent Calendar to be addressed individually will be discussed and acted upon at this time.

8. INFORMATION / ACTION ITEMS

Informational items are noted as informational only; Action items are up for a vote by the Board. Most items require a simple majority of Board member votes to pass.

8.1 Authorization for Cosmetology and Barbering Program Emergency Contract - action
Superintendent Duncan will present the contract to replace the existing program.

8.2 Authorization of School Services of California ROP JPA Coalition Proposal - action
Superintendent Duncan will present background and the SSC Proposal.

8.3 Authorization to Surplus Equipment - action
Superintendent Duncan will present the proposed surplus list.

9. CORRESPONDENCE

10. SUPERINTENDENT’S REPORT

Julie Duncan, Superintendent, will report on recent meetings, activities, or legislation.

11. BOARD MEMBER REPORTS

Board members may wish to report on their recent activities.

12. ANNOUNCEMENTS

- The next Regular Meeting of the Joint Powers Governing Board is scheduled for Wednesday, March 08, 2017.

13. ADJOURNMENT

JD/as



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

ANNUAL REORGANIZATION – 2.1

ANNUAL REORGANIZATION:

2.1 – Election of Board Chairperson for 2017

BACKGROUND:

TVROP Board Bylaws 9100, Organization, and the Fifth Amended Joint Powers Agreement require the Governing Board to hold its annual organizational meeting during the first meeting of the calendar year.

TVROP Board Bylaw 9130, states the Board shall consist of three members, with two being officers, a Chairperson, and Vice Chairperson. The Superintendent (or designee) shall be an ex officio, non-voting member of the Board and will serve as Secretary to the Board. The Board shall, during the first meeting of each year, elect a Chairperson and Vice Chairperson from among the Representatives. This information is subsequently filed with the County Superintendent of Schools.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

None

Moved by:

Seconded by:

Passed by:



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

ANNUAL REORGANIZATION – 2.2

ANNUAL REORGANIZATION:

2.2 – Election of Board Vice Chairperson for 2017

BACKGROUND:

TVROP Board Bylaws 9100, Organization, and the Fifth Amended Joint Powers Agreement require the Governing Board to hold its annual organizational meeting during the first meeting of the calendar year.

TVROP Board Bylaw 9130, states the Board shall consist of three members, with two being officers, a Chairperson, and Vice Chairperson. The Superintendent (or designee) shall be an ex officio, non-voting member of the Board and will serve as Secretary to the Board. The Board shall, during the first meeting of each year, elect a Chairperson and Vice Chairperson from among the Representatives. This information is subsequently filed with the County Superintendent of Schools.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

None

Moved by:

Seconded by:

Passed by:



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

CONSENT MOTION – 6.1

AGENDA ITEM:

6.1 – Approval of Minutes from the Regular Board Meeting of December 7, 2016

RECOMMENDED ACTION:

As part of the Consent Calendar, approve the presented minutes.

BACKGROUND:

The minutes from the Regular Board Meeting of December 7, 2016 are presented for Board Approval.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- Minutes of December 7, 2016 Regular Board Meeting



Tri-Valley Regional Occupational Program

1040 Florence Road, Livermore, CA 94550

Ph. (925) 455-4800 - Fax (925) 449-9126

JOINT POWERS GOVERNING BOARD

Minutes of the Regular Board Meeting of December 7, 2016

5:00 pm Open Session

- 1. **CALL TO ORDER / ROLL CALL – 5:00 pm**
Chairperson Laursen called the meeting to order at 5:00 pm.

Establishment of Quorum

Joan Laursen, Chairperson
 Chuck Rogge, Vice Chair
 Dan Cunningham, Member
 Julie Duncan, Secretary to the Board

- 2. **REGULAR MEETING**
2.1 **Pledge of Allegiance**

2.2 **Approval of the Agenda**

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Rogge	Cunningham	3	0	0	0

- 3. **PUBLIC COMMENT** - None
- 4. **RECOGNITIONS** - None
- 5. **CONSENT CALENDAR**
Mr. Rogge requested the reports in Microsoft Excel format.

CONSENT - MOTIONS

- 5.1 **Approval of Minutes from the Board Meeting of September 14, 2016**
The Board will consider approving minutes from the September 14, 2016 Board Meeting.
- 5.2 **Approval of Bill and Salary Reports – September, October, November 2016**
The Board will consider the approval of Bill and Salary warrants which show payment of the District’s operating and salary expenditures for the prior three months.
- 5.3 **Approval of Purchase Order Summary – September, October, November 2016**
The Board will consider the approval of the purchase order summary which shows encumbrances for the District funds for the prior three months.
- 5.4 **Approval of the TVROP CTE Employer Advisory Committee Handbook**
The Board will consider the approval of the CTE Employer Advisory Committee Handbook.
- 5.5 **Approval of the CTE Employer Industry Sector Advisory Committee 2016-2017**
The Board will consider the approval of the CTE Industry Sector Advisory Committee List for 2016-2017.

5.6 Approval of CTE Tri-Valley Educational Collaborative Advisory Committee 2016-2017

The Board will consider the approval of the CTE TEC Advisory Committee List for 2016-2017.

5.7 Approval of Classified Confidential Salary Schedule 2016-2017

The Board will consider approval of the adjusted Classified Confidential Salary Schedule for 2016-2017.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Rogge	Cunningham	3	0	0	0

6. DEFERRED CONSENT ITEMS - None

7. INFORMATION / ACTION ITEMS

Informational items are noted as informational only; Action items are up for a vote by the Board. Most items require a simple majority of Board member votes to pass.

7.1 Adult Education Update – information

Fred Rutledge, Coordinator, Adult Education, provided the Board with an update on the Adult Education program progress. The Adult Education Program is funded by MACC (Mid Alameda County Consortium – covering Hayward to Livermore), Carl D. Perkins Grant and CalWorks.

Mr. Rogge noted that there is a Chrysler/Dodge Training Facility in town and he would get that information to Mr. Rutledge.

Superintendent Duncan noted that the Bus Manufacturer Gillig has been speaking with us about internships and BMW sits on our Advisory Board.

Mr. Cunningham noted that Associated Builders and Contractors have expressed interest in partnering.

Ms. Laursen noted that the K-12 students go to Sunflower Hill and asked if the adults will be able to use the facility at the same time? Mr. Rutledge clarified the usage.

Superintendent Duncan urged Board Members to remind their districts that the funds being used will only be available for a short time and the TVROP Adult Program Coordinator wants help to move the local programs forward.

Mr. Rutledge found out in the MACC meeting that the consortium is considering expanding as the Bay Area Consortium so services can be offered over a larger geographic area and make a larger impact.

7.2 Middle College Update – information

Amy Brown, Interim Administrative Program Director, was introduced by Superintendent Duncan, and provided the Board with an update on Middle College High School at Las Positas College in her first three months.

Students must take at least 7 college units and can take up to 11 units. Student attendance is at 98%, student feedback is very positive and students have registered

for the Spring 2017 semester.

Ms. Brown attended the Statewide Annual Early College/Middle College Conference in Ontario with Krista Taylor from Dublin, Robin Galahzan from Granada and Therese Ghilarducci from Village.

Potential Student Information nights are as follows; PUSD, January 19th, DUSD, January 26th and LVJUSD, February 2nd, from 6:30 -7:30 pm in room 2420 at the Las Positas Campus. Students/families can attend any meeting. Interested students can apply online and in spring, there will be interviews for entry into the program.

Ms. Laursen asked about the student interest from the alternative programs.

Ms. Brown explained there is some interest from those programs.

7.3 Developmental Psychology of Children II Course Outline - action

Superintendent Duncan introduced Dawn Pavon, DPOC Instructor, who presented the updated course outline for DPOC II.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Cunningham	Rogge	3	0	0	0

7.4 Approval of the 2015 – 2016 Audit Report – action

In accordance with Education Code Section 41020, the Board of Education authorized the annual audit of the Tri-Valley Regional Occupational Program's financial records and support documentation for the 2015-2016 fiscal year by Nigro & Nigro, PC presented by LVJUSD new Fiscal Director, Teresa Fiscus.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Laursen	Cunningham	3	0	0	0

7.5 Approval of the 2016 – 2017 First Interim Report - action

Teresa Fiscus, LVJUSD new Fiscal Director, presented and recommended the Board of Tri-Valley Regional Occupational Program, approve the 2016-2017 First Interim Report with a Positive Certification.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Cunningham	Rogge	3	0	0	0

7.6 Approval of Personnel Document #120716 - action

Superintendent Duncan presented Personnel Document #120716 and gave background on the changes.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Laursen	Rogge	3	0	0	0

7.7 Proposed Calendar of Meeting Dates for 2017 - action

Superintendent Duncan presented the proposed meeting calendar for 2017.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Laursen	Rogge	3	0	0	0

7.8 Authorization to Surplus Equipment - action
Superintendent Duncan presented the proposed surplus list.

<u>Moved</u>	<u>Seconded</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstain</u>	<u>Absent</u>
Cunningham	Laursen	3	0	0	0

8. CORRESPONDENCE

- Letter from L. Karen Monroe, Superintendent, Alameda County Office of Education, approval of 2016-17 Adopted Budget.

9. SUPERINTENDENT'S REPORT

Julie Duncan, Superintendent, reported on the following activities;

- College & Career Fair
- National Manufacturing Day
- California School Boards Association Conference
- ACSA Board for the CTE Representative
- NCS, CIF Superintendent Representative, 3-year term
- ACSA Conference, Region Six
- Leadership Pleasanton Tour
- 14th of December is Staff Development/Dinner

10. BOARD MEMBER REPORTS

Chuck Rogge mentioned his daughter's nomination to a summer program and noted Disney Education also does summer programs.

11. ANNOUNCEMENTS

- The next meeting of the Joint Powers Governing Board is the Organizational meeting and is scheduled for Wednesday, January 25, 2017.

12. ADJOURNMENT

There being no further business, Chairperson Laursen adjourned the meeting at 6:57 pm.

Original Signed

Submitted,

Julie Duncan
Secretary to the Board

*Approved and entered into the proceedings
of the Board this 25th day of January, 2017.*

Joan Laursen
Board Chairperson

JL: JD: as



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
 JOINT POWERS GOVERNING BOARD MEETING
 January 25, 2017

CONSENT MOTION – 5.2

AGENDA ITEM:

5.2 – Approval of Bill and Salary Reports – December 1 – 30, 2016

RECOMMENDED ACTION:

As part of the Consent Calendar, approve bill and salary warrants, as presented.

BACKGROUND:

Bill and salary warrants are presented to the Board for ratification under the Consent Calendar at each regular JPGB meeting. The attached list of bill and salary warrants shows payment of the District’s operating and salary expenditures for the past month. All of the warrants have been approved by the Alameda County Office of Education.

FISCAL IMPACT:

Operating Expenditures were \$112,304.43, salary expenditures were \$232,500.62.

SUPPORTING DOCUMENTS:

Warrant – Disbursements – See Chart Below

WARRANT – DISBURSEMENTS	December 2016	TOTAL FOR PERIOD
PAYROLL RELATED	\$232,500.62	\$232,500.62
BOOKS/SUPPLIES	\$4,106.85	\$4,106.85
SERVICES	\$108,197.58	\$108,197.58
TOTAL	\$344,805.05	\$344,805.05

➤ Transaction Listing December 2016

Moved by:
 Seconded by:
 Passed by:

SORT ORDER: Major Ob

SELECT Object Detail: 1000-5999

	Sort Value	Sort Level Description	Sort Level	Type	Debit	Credit	Net
	=====	=====	===	=====	=====	=====	=====
**	Total 1000	By Major Object	(1)	DR-CR	142,794.32	0.00	142,794.32
**	Total 2000	By Major Object	(1)	DR-CR	50,203.51	0.00	50,203.51
**	Total 3000	By Major Object	(1)	DR-CR	39,502.79	0.00	39,502.79
**	Total 4000	By Major Object	(1)	DR-CR	4,342.84	235.99	4,106.85
**	Total 5000	By Major Object	(1)	DR-CR	108,436.97	239.39	108,197.58
		** G R A N D T O T A L **		DR-CR	345,280.43	475.38	344,805.05



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

CONSENT MOTIONS – 6.3

AGENDA ITEM:

6.3– Approval of Purchase Order Summary – December 1 – 30, 2016

RECOMMENDED ACTION:

As part of the Consent Calendar, approve the Summary of Purchase Orders, as presented.

BACKGROUND:

A summary of purchase orders is presented for Board approval under the Consent Calendar at each regular JPGB meeting and includes the purchase orders generated during the period since the last regular Board meeting. By issuing Purchase Orders the District is setting aside, or encumbering, funds for a specific purpose.

FISCAL IMPACT:

Total funds encumbered for this period are \$122,323.53

SUPPORTING DOCUMENTS:

- Purchase Order Descriptive Summary, December 2016

Moved by:

Seconded by:

Passed by:

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

PURCHASE ORDER DESCRIPTIVE SUMMARY

<u>PO #</u>	<u>VENDOR NAME</u>	<u>REQUESTED BY</u>	<u>OBJECT DESCRIPTION</u>	<u>DATE</u>	<u>AMOUNT</u>
R17163	PAYLESS CAR RENTAL	SIMS/TVROP	Travel & Conferences	12/09/2016	74.84
R17164	PLEASANTON UNIFIED SCHOOL DIST	SPALASSO/TVROP	Contracted Services	12/09/2016	73,000.00
R17165	AMAZON.COM CORPORATE CREDIT	HARRIS/BEYNE/TVROP	Materials & Supplies	12/09/2016	425.52
R17166	CUSTOMINK.COM	PEREIRA	Advertising	12/13/2016	952.82
R17167	DEL VALLE/PHOENIX HIGH SCHOOL	SPALASSO/TVROP	Contracted Services	12/13/2016	800.00
R17168	MCNANEY, LISA E	SPALASSO/TVROP	Contracted Services	12/14/2016	45,000.00
R17169	FOR-MOST SPECIALTIES LLC	SPALASSO/TVROP	Materials & Supplies	12/16/2016	320.35
R17170	DUBLIN HIGH SCHOOL	MORELLI/TVROP	Contracted Services	12/16/2016	500.00
R17171	REGISTRATION FOR YOU	SPALASSO/TVROP	Travel & Conferences	12/16/2016	650.00
R17172	OFFICE DEPOT	SPALASSO/TVROP	Materials & Supplies	12/16/2016	600.00
				Grand Total:	<u>122,323.53</u>



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

CONSENT CALENDAR – MOTION – 6.4

AGENDA ITEM:

6.4 – Adopt Proclamation for Career Technical Education Month - February 1-28, 2017

RECOMMENDED ACTION:

As part of the Consent Agenda, adopt the Proclamation.

BACKGROUND:

Each year it is recommended that the Board support the Association for Career Technical Education and the National CTE Month by proclaiming February as CTE Month for Tri-Valley ROP.

In recognition of this month, activities have been planned at our school sites and Career Centers, as follows:

- Display a banner recognizing National CTE Month
- Use school marquee for National CTE Month and invite students to visit the Career Center
- Promotional materials to be distributed to each high school administrator and counselor
- High school newspaper articles highlighting CTE month
- Video bulletins or announcements spotlighting CTE courses and featuring different careers choices.
- CTE Month publicized on school websites, Facebook pages, news feeds, etc.

FISCAL IMPACT:

No fiscal impact, the approved operating budget accounts for this expense.

SUPPORTING DOCUMENTS:

- Proclamation

Motion by:

Seconded by:

Passed by:



TRI-VALLEY REGIONAL OCCUPATION PROGRAM
 JOINT POWERS GOVERNING BOARD
 County of Alameda
 State of California



Proclamation

**CAREER AND TECHNICAL EDUCATION MONTH
 FEBRUARY 1-28, 2017**

WHEREAS, February 1-28, 2017, has been designated Career and Technical Education Month by the Association for Career and Technical Education; and

WHEREAS, profound economic and technological changes in our society are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

WHEREAS, career and technical education provides Americans with a school-to-career connection and is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry and contributes to America’s leadership in the international marketplace; and

WHEREAS, career and technical education gives high school students experience in practical, meaningful applications of basic skills such as reading, writing and mathematics, thus improving the quality of their education, motivating potential dropouts and giving all students leadership opportunities in their fields and in their communities; and

WHEREAS, career and technical education offers individuals lifelong opportunities to learn new skills, which provide them with career choices and potential satisfaction; and

WHEREAS, the ever-increasing cooperative efforts of career and technical educators, business and industry stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest and fastest growth in the next decade;

NOW, THEREFORE, the Tri-Valley Regional Occupational Program, Joint Powers Governing Board hereby proclaims **February 1-28, 2017**, as **Career and Technical Education Month** and urges all citizens to become familiar with the services and benefits offered by the career and technical education programs in this community and to support and participate in these programs to enhance their individual work skills and productivity.

Passed and adopted this 25th day of January, 2017, by the following vote:

Ayes ____ *Noes* ____ *Absent* ____ *Abstain* ____

 Board Chairperson

ATTEST: _____
 Julie Duncan, Secretary to the Board



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

CONSENT CALENDAR – MOTION – 6.5

AGENDA ITEM:

6.5 – Developmental Psychology of Children I Course Outline

BACKGROUND:

Developmental Psychology I is designed for students who are interested in learning child development, education, care and guidance. Students will explore the ages and stages of child development and will complete up to 180 hours of internship with a certified educator. Students will complete this course qualified to apply for entry level child care positions.

SUPPORTING DOCUMENTS:

- Developmental Psychology of Children I Course Outline

Course Title:	Developmental Psychology of Children I
CBEDS Title:	Careers in Child Development/Teaching Careers
CBEDS Number:	4400/4401
Grade Level(s):	10, 11, 12
Length of Course:	360/540 a. 154 classroom b. 206 Community Classroom (CC) c. 386 Cooperative Vocational Education (CVE) d. Year long course double blocked
Credit:	20 Units 25 Units possible for CVE students
Prerequisites:	a. Sophomore/Junior/Senior year of high school b. Ability to follow both oral and written instruction c. Proficient in basic high school Math and English d. Excellent Attendance

Course Description:

This course provides a comprehensive introduction to child development, education, care, and guidance. Students will explore the ages and stages of child development while maintaining a high focus on play and developmentally appropriate practice. Classroom instruction is combined with internships at local elementary schools, preschools, or child care facilities. Students apply knowledge and skills learned to provide conscientious care to children and to facilitate learning activities at their community sites. Student will be skilled in differentiating instruction for many types of learners. Participants are certified in infant, child, and adult CPR and are able to implement health and safety practices in the workplace. Student's professional career searching skills are increased by creating a professional portfolio that will include a cover letter, resume, and work samples. Students further their career development by participating in work place scenarios. Upon completion of the program students may apply for entry level child care positions. Cooperative vocational education opportunities are available. Students can earn up to five additional credits per high school semester.

School Locations:	Foothill High School Granada High School Livermore High School
-------------------	--

Meets University of California Entrance Requirements:	"g" Approved
---	--------------

Board Approval:	Pending Board Approval
-----------------	------------------------

Course Materials:

1. Child Development: Early Stages Through Age 12 7th Edition; by Celia Anita Decker, The Goodheart-Willcox Company, Inc., 2011

Supplemental Materials:

1. Education, Child Development, and Family Services Industry Sector; California Department of Education, Career and Technical Education Framework
2. California Preschool Learning Foundation; California Department of Education, 2008
3. Working with Young Children by Judy Herr, The Goodheart-Wilcox Company, Inc 2004
4. NAEYC Early Childhood Program Standards and Accreditation Criteria; National Association for the education of Young Children, 2005
5. NAEYC Code of Ethical Conduct; National Association for the education of Young children, 2005 revision
6. The Effective Teacher, DVD series; Harry K. Wong Publications, Inc
7. The Play's the Thing by Elizabeth Jones and Gretchen Reynolds, Teachers College, 2011
8. The Power of Play by David Elkind, PH.D., Da Capo Press, 2007

COURSE CONTENT:**Unit 1:** Overview of Child Development

Through review of the text and direct instruction from the teacher students will explore the foundations of child development. The importance of theories will be introduced and basic principles of development presented. Students will differentiate the impact of environment and genetics on development and demonstrate an understanding of children through the completion of observations. If time and resources allow, students will participate in "Shadow a Student Day" in the community.

Topics:

1. Nature vs. Nurture
2. Maslow's Hierarchy of Needs
3. Identification of important child development theorists
4. Brain development and research
5. Types of development
6. Observing children

Summary: Students will complete a series of six observations during their initial 6 weeks at their internship. These observations will coincide with information presented in this unit. Each observation will be graded by instructor using a predetermined grading scale.

Unit 2: Professionalism

Career readiness will be introduced through a variety of activities that focus on current expectations of employers. Student's participation in these activities will fine tune their skills regarding the process of applying and interviewing for a job. The definition of a career will be discussed at length and students will use the internet to explore web based organizations that can be used to apply for positions in the field of early childhood development and education. Skills necessary for success at their internship will be introduced and training will be given to properly prepare students to use workplace equipment.

Topics:

1. Soft skills
2. How to find a job
3. Completing a job application

4. Dress for success
5. The interview process
6. Handwriting
7. Work place equipment and training

Summary: Students will write a letter to their internship supervisor that describes who they are as a professional, what they are interested in learning, and three goals they hope to accomplish upon completion of this course. Students will type the letter and submit it to their supervisor when they attend their first meet and greet at their internship. The letter will allow students to practice the use of academic language to highlight personal attributes and set attainable goals to work towards acquiring new skills while at work in the community.

Unit 3: Ethics

Students will explore the code of ethics for early childhood development and educators. Through their exploration students will define ethics and create a foundation of what is right and wrong when working with children. Identification of personal beliefs and values will allow students to approach issues in an objective way with the best interest of the children in mind. A variety of activities will identify the responsibilities of professionals working with children. Students will then use the ethical codes of conduct to solve real life scenarios and case studies.

Topics:

1. National Association for the Education of Young Children: Code of ethics
2. National Educators Association Code of ethics
3. Defining ethics
4. Applying ethics
5. Case studies

Summary: In small groups, students will be given a case study from the NAEYC. Students will read and discuss the case study. Students will present three ways to solve the issue at hand in a professional manner. Students will cite specific excerpts from the code of ethics that justifies their method of problem solving. Class will discuss alternative solutions using the code of ethics as a means of justifying their actions.

Unit 4: Lesson Planning and Implementation

In this unit students will differentiate between different learning styles. Using the California Department of Education website, students will research standards applicable to the age group they are assigned. Summarization of these standards will allow students to practice constructing objectives that assist children in meeting standards. Instructor will guide students through a practice lesson allowing them to compose their first lesson plan. Activities involving bulletin boards will illustrate how bulletin boards can be used to support academic content in the classroom.

Topics:

1. Learning styles
2. Standards
3. Writing objectives
4. Creating a lesson
5. Bulletin boards

Summary: With a partner, students will create and implement a standards based art lesson for the class, using common core standards or preschool learning foundations. Student will be responsible for preparation of all materials and presentation of lesson must be equal amongst partners. Instructor will evaluate performance using the same criteria that will be used at their internship. Students will evaluate their own performance and integrate constructive feedback from peers to discuss how they might improve future lessons.

Unit 5: CPR and First Aid

Students will be certified in adult, child, and infant CPR and First Aid. Students will apply knowledge learned to workplace scenarios and discuss application of skills with peers in a seminar format.

Topics:

1. Introduction to CPR and First Aid
2. Online CPR course
3. In class certification of skills

Summary: Students will submit certificate of completion for online portion of course and attend a 2 hour skills check session where students CPR and first aid skills will be evaluated for certification by instructor.

Unit 6: Literacy

In defining literacy, students gain insight about how this topic plays a vital role in development and education. Students will review developmental milestones for language acquisition and vocabulary. Using this knowledge, discussion about the teacher's role in the classroom will provide students an opportunity to role play acquiring skills in supporting and promoting language growth. Types of literature will be evaluated and factors to consider when presenting literature will be reviewed. Students will practice techniques for implementing literacy activities in the classroom.

Topics:

1. What is literacy?
2. Language acquisition and vocabulary
 - a. Development
 - b. Teachers Role
3. Stages of reading development
4. Choosing materials
5. Singing as a teaching tool
6. Techniques for reading with children
 - a. Group settings
 - b. One to one instruction

Summary: Integrating concepts learned throughout this unit students will prepare and produce a children's book for a specific age group. Students will write the story line and illustrate the book. Students will submit a one page write up describing how this book supports the chosen age group and encourages the development of literacy. This justification will allow students an opportunity to visualize how various types of text support different aspects of literacy.

Unit 7: Discipline and Positive Guidance

Through a variety of activities, students will compare and contrast discipline and punishment as it applies to the classroom setting. Examination of the effects of punishment on self- esteem will foster discussions on how to teach children self control while emphasizing the importance of fostering a positive self-concept. Through seminars and scenarios students will analyze common behavioral problems and methods for handling those problems resulting in a positive outcome. Positive guidance techniques will be introduced and practiced through a range of assignments; observations, scenarios, role play and small group work. Students will employ discipline and positive guidance techniques at their internship.

Topics:

1. Discipline vs. punishment
2. Common discipline problems
3. Prevention
4. Discipline strategies
5. Positive guidance techniques

Summary: Students will complete a written test on this unit that requires them to recall key terms, provide positive solutions to common problems, and justify their use of techniques based on the scenarios presented.

Unit 8: Classroom Management and Strategies

Observation and application of strategies integrated at their internship sites will set a foundation for discussion and learning activities regarding classroom management. Students will evaluate their role as a teacher, analyze the importance of classroom environments, create and practice implementing procedures in our own classroom. Through seminars students will be exposed to a variety of common behavior problems across a span of age groups. Collaboration and application of conflict resolution steps will help students see how to effectively solve problems in the classroom. Students will evaluate information received and establish a management system and bank of strategies they are comfortable utilizing in the future.

Topics:

1. Effective teaching
2. Creating the environment
3. Procedures and routines
4. Managing behavior
5. Conflict resolution

Summary: Individually, students will research positive classroom management systems that are currently being used in classrooms. Students will then design and create a small replica of a classroom management system they believe would be effective in the classroom they are currently working in. Students will complete a write up that describes how a teacher would implement the system, why this system would be effective, how this system supports and encourages self discipline and a positive self concept.

Unit 9: Play

Through direct instruction and collaborative group work students will be introduced to the foundations of play. Stages and types of play will be defined and students will use current articles to study techniques they can employ to support play in the classroom for all students. Through role play, scenarios, and internship students will discover their role in play and evaluate their strengths and weaknesses. Questioning techniques will be practiced and documented to provide a real snap shot of how asking questions can help/hinder play. Students will spend time creating and implementing activities at their internship. Exposure to these issues will allow students an opportunity to create their opinion of play and the knowledge to explain the importance of play in development.

Topics:

1. What is play?
2. Supporting play
3. Teachers role in play
 - a. Ages 0-5
 - b. School age
4. Enrichment activities
5. Why play?

Summary: Fifteen minute play sessions will take place at the end of each class over a two week period of time. During each play session, students will be responsible for providing activities as assigned by the instructor and participating in play time. Follow up will include students analyzing activities and playtime by answering a series of questions determined by the instructor following each play session. Questions will be based on the topics listed above. Review of the events that took place during playtime and materials provided will allow students to formulate ideas and establish their role in supporting play at their internship sites.

Unit 10: Prenatal Development and Childbirth

An overview of prenatal development sets the foundation for exploration of the effects of pregnancy on the mother to be. Additionally students review the role of the environment on the development of the fetus and predict how the health of the mother during this time directly correlates to the health of the baby. Exposure to complications during prenatal development and birth will facilitate discussions about how these complications may impact the profession of Early Childhood and Education. Cultural considerations will be introduced and students will further define career planning through the presentation of careers involving prenatal development and childbirth.

Topics:

1. Stages of prenatal development
2. Monitoring babies development
3. Trimesters of pregnancy
4. Fetal and maternal health during pregnancy
 - a. Complications
5. Labor and Delivery
 - a. Stages
 - b. Complications
6. Careers

Summary: Students will be assigned a topic listed above. Using the text and additional resources, students will create a lesson plan that teaches the above information to peers. Instructor will assist groups in creating objectives Students will be responsible for introducing the information, presenting the information, and assessing peer learning. During the presentations, audience will be responsible for completing a graphic organizer.

Unit 11: Infant

With a high focus on strategies that promote growth and incorporate all areas of development students will identify important developmental milestones associated with this age group. Discussions regarding environmental and genetic contributions to development will assist students in analyzing how these concepts impact growth of the whole child. Particular attention will be paid to factors of care that are relevant to group settings. Through observations students will identify and describe the importance of planned interactions with infants as well as the necessity of exploration and stimulation of mental development.

Topics:

1. Physical development
2. Cognitive development
3. Emotional/Social development
4. Providing for infants developmental needs
5. Special considerations in caring for infants

Summary: Students will participate in the creation of a talk show which discusses care of infants in group settings. Instructor will create specific scenarios and roles that allow students to answer questions using learned information. Students are expected to utilize academic language presented in this chapter and provide relevant solutions to issues presented. Students will be given an assignment format to follow. During group presentations audience will evaluate student responses and provide constructive feedback to peers.

Unit 12: Toddlers

As students study the development of toddlers, ages 1-2, they will participate in a variety of simulations that allow them to understand a toddler's development firsthand. Creation of learning activities that are developmentally appropriate to this age group will allow students an opportunity to experience the ability of a toddler and identify important developmental milestones. Students will debunk several toddler myths by applying their knowledge of development at this age.

1. Physical development
2. Cognitive development
3. Emotional/ Social development
4. Play with toddlers
5. Selecting developmentally appropriate materials

Summary: Students will write a newspaper article on the importance of practice, repetition, and positive reinforcement when working with toddlers. The article will discuss all areas of development and incorporate key terms presented in this unit. In small groups students will share their articles with peers and highlight the key statements. Review of articles will give students an opportunity to discuss and identify teaching strategies essential to student success. Instructor will grade articles using a rubric.

Unit 13: Preschool

Studying the different areas of development associated with this age students will establish a foundation for providing children with materials that will enhance and refine developmental tasks. Comparing a variety of learning environments will allow students a chance to identify the many learning areas included in a preschool setting. Further examination of specific learning areas will illustrate the learning that takes place in stated areas, as well as materials to include that reflect student's interests and needs. Students will research the various careers associated with Early Childhood Development, summarizing skills and requirements necessary for entry level positions and identifying avenues for career advancement.

Topics:

1. Physical development
2. Intellectual development
3. Emotional/social development
4. Learning areas in a preschool
5. Planning for learning areas
6. A career in early childhood development
7. Permit matrix

Summary: Students will participate in planning a day of play for our classroom. As a large group students will decide upon a theme for the day of play. Instructor will assign small groups a specific learning area of the preschool classroom. Groups will be responsible for creating a list of at least twenty developmentally appropriate materials that could be included in that specific area. Additionally, groups will need to plan and create at least three activities that peers can partake in during the day of play. Children of different ages will be invited to participate. Students will observe children's reaction to activities to evaluate effectiveness of materials. Class will critique performance of planning and implementation.

Unit 14: School Age

As students analyze the developmental areas of school age children, predictions will be made about the factors of development influencing care provided to this age group. Emphasis will be placed on the development of self esteem and managing varying levels of abilities in a group setting. Through their internship placements students will complete observations, share with peers, and interpret behaviors. Student exposure to real life issues and situations will assist them in developing problem solving skills for the work place. To conclude the unit students will be introduced to the job opportunities available in the field of education and the job application process.

Topics:

1. Developmental needs and milestones
2. Self esteem
3. Family considerations

4. Recognizing developmental delays
5. Play in the classroom
6. A career in Education

Summary: Using technology, small groups of students will pick a topic that impacts this age group. They will create an infomercial that speaks to a specific audience (parents, children, caregivers). Students will define and describe their topic using resources and statistics, discussing solutions or prevention, and ways children can meet their full potential. Infomercials will be submitted digitally and should be at least one minute and thirty seconds in length.

Unit 15: Career Planning

Students will be introduced to workplace documents required to secure a position in the field of working with children. Instructor will establish a foundation for this unit by discussing components of professionalism. Research of current employment opportunities related to a career of choice will allow students to tailor their assignments to meet their educational objectives. As students learn the proper format of documents they will also examine a specific career they are interested in pursuing. Through web based research students will create a verbal and visual presentation to share with their peers, thus expanding their knowledge of career opportunities in the field of working with children.

Topics:

1. Requesting a Letter of Recommendation
2. Writing a cover letter
3. Writing a resume
4. Creating work samples
5. Writing a thank you letter
6. Career research report and presentation

Summary: All students will create a digital Professional Portfolio including the following documents: cover letter, resume, two letters of recommendation, and work samples. Students will be required to compile these documents over the course of the year and submit the portfolio digitally. Creation of the portfolio will allow students to apply for jobs related to their field of interest quickly and efficiently. Student portfolios will highlight internship experiences, showcasing technology skills and provide an opportunity for students to create a professional persona preparing themselves for future job opportunities.

Unit 16: Preparing Environments

This unit will provide a comprehensive evaluation of student's ability to relate previous learned information both in class and at their internship to a large scale project. Students will be applying their foundational knowledge of child development to envision and construct an environment for children. Furthermore students will choose and evaluate toys and equipment using prior knowledge to justify their professional opinion of learning materials.

Topics:

1. Arranging space to promote learning
2. Selecting toys and materials
3. Evaluating safety of materials
4. Cultural considerations and inclusion

Summary: Students will be designing a diorama of their ideal work environment. Once their environment is designed students will be required to "purchase" developmentally appropriate materials to include in their environment. Project will display a knowledge of cultural considerations and addressing students with various needs.

Standards:**College and Career Readiness standards for writing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 - f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness standards for listening and speaking

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

College and Career readiness Standards for language

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Education, Child Development, and Family Services Pathway Standard

Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Education, Child Development, and Family Services sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.3 Demonstrate ethical and legal practices consistent with Education, Child Development, and Family Services sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Education, Child Development, and Family Services sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Education, Child Development, and Family Services sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

10.1 Interpret and explain terminology and practices specific to the Education, Child Development, and Family Services sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Education, Child Development, and Family Services sector.

10.3 Construct projects and products specific to the Education, Child Development, and Family Services sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.6 Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

10.7 Explain the importance of studying child growth and development from infancy through adolescence.

10.8 Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

10.9 Demonstrate an understanding of the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

10.13 Recognize the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.

10.18 Demonstrate an understanding of how to prevent and control infection and disease to produce the optimum health of individuals and families..

10.21 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Education, Child Development, and Family Services sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.4 Employ entrepreneurial practices and behaviors appropriate to Education, Child Development, and Family Services sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

A. Child Development Pathway

A1.0 Recognize the essential aspects of the early childhood education, child care, and development industry and the industry's role in state and local economies.

1.1 Describe the organizational structures in early childhood education, child care, and development facilities.

1.3 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.

1.4 Research the functions and roles of the various careers in the child care and development industry.

1.5 Identify the components of professionalism and how to practice professional behaviors.

A2.0 Identify and apply operational procedures and organizational policies at various early childhood education, child care, and development facilities.

2.2 Understand the operational policies and procedures related to early education, child care, and development program components (e.g., adult-child and adult-guardian interaction, physical environment, health, safety, nutrition, curriculum, and assessment).

2.3 Explain the importance of, and procedures for, keeping child and classroom records and documentation.

A3.0 Summarize child care and development standards, licensing, regulations, and codes, including *California Code of Regulations* Title 5 and Title 22.

3.1 Recognize the standards and licensing regulations for child care facilities.

3. Identify the educational and industry-related requirements for child care facilities staff.

3.4 Adhere to the health, safety, regulatory, and procedural requirements for the work site.

3.5 Summarize the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.

3.6 Detect the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.

A4.0 Apply critical safety, emergency, and disaster procedures at the work site.

4.2 Implement the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

4.3 Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.

5.1 List the biological and environmental factors that influence the development of infants, toddlers, and children.

5.2 Describe the developmental stages of infants, toddlers, and children.

5.3 Summarize the ways in which diversity, family, and culture influence the development of children.

5.4 Understand the importance of including infants, toddlers, and children with special needs.

5.5 Analyze the importance of observational assessment and how to link assessment findings to individualized child planning.

5.6 Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.

5.7 Defend the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

A6.0 Employ the principles of positive interactions, guidance, and discipline in the workplace.

6.1 Describe how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.

6.2 Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

6.3 Diagram the elements of positive guidance and discipline techniques that are based on the stages of children's development.

6.4 Identify practical strategies for finding positive solutions to common behavioral problems.

6.5 Plan and demonstrate how the staff can adjust the environment to promote a child's independence and personal and social competence.

A7.0 Compare and apply the essential components of an effective learning environment for the early childhood classroom.

7.1 Describe the components of an effective learning environment that reflects children's interests and developmental needs.

7.2 Identify the early childhood education classroom learning areas and the contribution of each to the development of children.

7.3 Classify multiple ways of promoting children's learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.

7.4 Demonstrate appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.

7.5 Illustrate the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community.

7.6 Research and present the major learning theories and curriculum models and evaluate their application in early childhood education programs.

A8.0 Select and apply developmentally appropriate practices for curriculum development.

8.1 Develop components of a developmentally appropriate curriculum in each area of the balanced daily routine: indoor/outdoor, quiet/active, individual and small group/large group, large muscle/small muscle, and child-initiated and staff-initiated activities.

8.2 Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones.

8.3 Integrate language acquisition strategies and support for English-language learners.

8.4 Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.

A9.0 Practice the principles and practices of good nutrition, health, and safety for infants and children.

9.1 List the procedures used to clean a facility that follow a logical sequence and universal health precautions.

9.5 Recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.

A10.0 Communicate and interact effectively with families and communities

10.1 Name the benefits of establishing strong relationships with families and communities.

10.2 Interpret how positive family–staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

10.5 Advocate for high-quality programs and services for children and families.

A11.0 Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, child care, and development programs.

11.1 Select and develop age-appropriate and developmentally appropriate teaching materials and resources.

11.2 Use the appropriate and current instructional technology and equipment to develop program materials and support learning.

11.3 Evaluate the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.

A12.0 Illustrate how to support the learning process in an assisting role.

12.1 Define the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.

12.2 Understand the established standards and the standard operating procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.

12.3 Classify the typical learning challenges that students encounter in curricular areas.

12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.

12.5 Differentiate how to provide instructional assistance to small and large learning groups.

12.6 Identify and compile samples used for assessing a child and developing a portfolio

C. Education Pathway

C1.0 Describe the structure of the education industry and its role in local, state, and global economies.

1.2 Describe the basic structure of public education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California), as well as private institutions.

1.4 Explain the differences in organizational structures at educational facilities, including relationships and interactions among personnel.

C2.0 Name operational procedures and organizational policies at various levels in education.

2.2 Recognize the main workforce management strategies in education (e.g., shared responsibility and negotiation).

2.3 Implement appropriate procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).

C3.0 State specific applications of government regulations in the education industry.

3.1 Describe the critical health and safety procedures that are used at a school site.

3.2 Identify the indicators of child abuse and neglect and the role of the mandated reporter.

3.3 Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college.

4.0 Practice critical emergency and disaster procedures at a school site.

4.2 Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

4.3 Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

4.4 Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.

5.1 Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.

5.2 Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents.

5.3 Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents.

C6.0 Use positive interaction, guidance, and discipline in the educational environment.

- 6.1 List common behavior problems, possible causes, and develop potential positive solutions.
- 6.2 Define the types of positive guidance techniques that are used in various ages and stages of a child's development.
- 6.3 Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.
- 6.4 Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline.
- 6.5 Develop strategies for building relationships with all stakeholders.
- C7.0** Explain the role and purpose of standards-based instruction and assessment.
- 7.1 Identify relevant curriculum standards and demonstrate their use in instruction.
- 7.3 Understand the types, important elements, and purposes of student assessments.
- 7.5 Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.
- 7.6 Practice using teaching strategies that promote student learning, critical thinking, and problem solving.
- 7.7 Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction.
- C8.0** Compare basic principles and practices of good nutrition and health and wellness for children
- 8.3 Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
- C9.0** Assess how to communicate and interact effectively with families and community groups.
- 9.1 Recognize the factors that influence effective communication between the school and home and how to foster familial involvement.
- 9.2 Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.
- 9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences.
- C10.0** Integrate the process of developing quality teaching materials and resources for classroom instruction
- 10.1 Evaluate various types and sources of quality, developmentally appropriate materials and equipment.
- 10.2 Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.
- 10.3 Assess available materials and resources for quality, accuracy, relevance, and grade appropriateness.
- 10.4 Design grade-appropriate instructional materials and resources, including those that augment educational materials adopted by the State Board of Education.
- C11.0** Evaluate the role of instructional staff in supporting the learning process.
- 11.1 Name behavior standards expected of students in classrooms, libraries, and bathrooms on the school grounds and during educational and recreational trips.
- 11.2 Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance.
- 11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.
- 11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.
- C12.0** Formulate the components of effective after-school and recreational programs for individuals and groups.
- 12.1 List the purposes of after-school and recreational activities.
- 12.2 Summarize the important components and typical age-appropriate or ability-appropriate activities of various after-school and recreational programs.
- 12.3 Assess the recreational interests and needs of individuals and groups and develop appropriate activities.

Instructional Methods and/or Strategies

Direct Instruction: This strategy will be used in combination with strategies listed below. Instructor will use direct instruction as a means of providing content from text that needs further elaboration. Direct instruction will also be used as a preface to collaborative learning to provide direction to students on expectations and outcomes.

Lecture: Instructor will use lecture combined with various technology sources to deliver concepts specific to curriculum. Lecture will provide an opportunity for students to ask questions and clarify challenging concepts. Technology will assist instructor in providing visual points of reference for students.

Note Taking: Students will be required to take notes during all types of instruction. Instructor will use graphic organizers during text reading to assist students in organization of material and ensure key concepts are highlighted.

Class/Group Discussion: This strategy will be used to further explore concepts that relate to current world events. Students will think critically about the impact the events may have on their future as it relates to the curriculum. Open ended questions will be used by instructor to encourage students to analyze situations, apply problem solving skills, and determine a variety of outcomes or solutions.

Cooperative Learning: Instructor will strategically place students in groups to complete tasks related to the curriculum. This will encourage discussion amongst peers and allow students to express their view point on topics as well as take notice of opinions that are not in line with their own personal beliefs. Students will learn how to work as a productive team member, as well as complete tasks that will enhance their understanding of the concepts in the text

Guest Speakers: Members of the community will be called upon to share their expertise with students on specific subjects. Information presented by guest speakers will review concepts in text and provide students a platform to discuss how these concepts are applicable to everyday life.

Computer Based Learning: Students will use technology to research topics, partake in quizzes, complete assignments and develop materials to be used in presentations.

Presentations: Upon completion of research, class work, and group work students will participate in individual and group presentations. This method will assist students in synthesizing learning, reconsidering what they've learned, presenting thought provoking open ended questions to the audience, organizing information in a meaningful manner, and practice speaking skills. As a part of presentations students will be expected to complete peer evaluations to apply critiquing skills and provide constructive feedback to peers.

Work based learning and observations: Students will be assigned specific internship assignments that directly correlate to information presented in class; observations, lesson planning, seminar questions, and training plan completion. These assignments will help with application of text and lecture material.

Reflective Journals: Students will use journal format to set measurable goals and tasks to complete at their internship biweekly during the second and third trimester. Additionally students will evaluate their progress in meeting goals and the obstacles/success they encountered. Students will use journals as a venue for evaluating their progress and an opportunity to communicate with instructor about what they have experienced at site.

Seminar: Both in class and through the use of technology, students will participate in group discussions with their peers about curriculum. Discussions will be based upon scenarios and questions that students will investigate at their internship. Students will share their finding in a non evaluative format focusing on problem solving and meeting the needs of their students.

Internship Evaluations: Students will be required to complete a variety of self evaluations when implementing learning activities at their internships. Students are also required to meet with their supervisor and do a collaborative evaluation of their progress in the middle of trimester two. Instructor will evaluate students once every three weeks, using a rubric, by visiting student at their internship site and documenting student progress.

Expected Student Outcomes:

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of child growth and development by offering conscientious, competent care when working with children.
- Differentiate between stages and types of play.
- Apply knowledge of developmental milestones to provide developmentally appropriate materials and activities for children.
- Exhibit proficiency in creating and implementing learning activities for children.
- Describe the importance of creating an enriched environment that will encourage play.
- Skilled in differentiating learning activities for several types of learners.
- Be certified in infant, child, and adult CPR.
- Support the professional code of ethics evident through student's actions and interactions with children, staff, colleagues, and community.
- Support social and emotional development of children by recognizing and using positive, age-appropriate classroom management techniques and guidance.
- Communicate effectively with children, staff, and families while recognizing individual needs.
- Display the ability to work both individually and independently, taking the initiative to complete and follow through on tasks.
- Establish a commitment to acting professional and implementing industry standards and policies.
- Clarify future college and career objectives and aspirations.

Assessment Criteria:**Grading Scale**

A = 100 - 90%

B = 89 - 80%

C = 79 - 70%

D = 69 - 60%

F = 59% and below

Certificate:

Upon completion of the course students who have met the following proficiencies will earn a Certification of Completion which enables them to apply for a Child Development Assistant Permit through the California Commission on Teacher Credentialing:

1. 324 hours of attendance for CC /486 hours of attendance for CVC
2. 70% or above average on all assignments and projects



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

CONSENT - RESOLUTION - 6.6

AGENDA ITEM:

6.6 – Resolution No. 2016-17.8, Board Members’ Signature Card

RECOMMENDED ACTION:

As part of the Consent Calendar, Approve Resolution No. 2016-17.8

BACKGROUND:

California Education Code Sections 42632, 42601 allow the Governing Board to authorize a person or persons to sign on its behalf. Resolution No. 2016-17.8 updates the Governing Board Signature Authority. Persons named on Resolution No. 2016-17.2 are authorized by the Board of Education to sign warrants and approval of payments on behalf of the District.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- Resolution No. 2016-17.8 – Board Members’ Signature Card

Moved by:

Seconded by:

Passed by:

**BEFORE THE JOINT POWERS GOVERNING BOARD
OF THE TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
COUNTY OF ALAMEDA, STATE OF CALIFORNIA**

**RESOLUTION NO. 2016-17.8
SIGNATURE CARD - BOARD MEMBERS
AUTHORIZED SIGNATURES**

TO THE ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS:

WHEREAS, pursuant to Education Code Section 42632 for K-12 Education and Section 85232 for Community Colleges, each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the district, or by a person or persons authorized by the Governing Board to sign orders in its name; and

WHEREAS, the Governing Board of each school district shall be responsible for filing such signatures with the County Office of Education per Education Code Section 42633; and

WHEREAS, this resolution supersedes all previous resolutions representing signatures of the Governing Board, and declares said prior resolutions null and void;

NOW, THEREFORE BE IT RESOLVED that the following signatures are those of each member presently serving on the Governing Board:

1. _____ Signature	_____ Dan Cunningham Type Name
2. _____ Signature	_____ Joan Laursen Type Name
3. _____ Signature	_____ Charles Rogge Type Name

PASSED AND ADOPTED by the Joint Powers Governing Board of Tri-Valley Regional Occupational Program on this 25th day of January, 2017, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By approval of this resolution, I hereby certify that the signatures appearing above are true and were affixed in my presence.

Date

Chairperson, Joint Powers Governing Board



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

ACTION ITEM – 8.1

AGENDA ITEM:

8.1 – Authorization for Cosmetology & Barbering Program Emergency Contract

RECOMMENDED ACTION:

Approve contract with Designs School of Cosmetology, Pleasanton, CA.

BACKGROUND:

Current provider, Fred Rasuli, with Toni & Guy Schools of Cosmetology, has noticed TVROP of the upcoming closure of Dublin Beauty College.

Jason Skinner, Director of Designs School of Cosmetology in Pleasanton has agreed to enroll our students into their current program for the remainder of the school year.

FISCAL IMPACT:

None, expenses were included in the approved 2016 – 2017 budget.

SUPPORTING DOCUMENTS:

- Designs School of Cosmetology Contract

Moved by:
Seconded by:
Passed by:

COSMETOLOGY AND BARBERING PROGRAM AGREEMENT

This AGREEMENT is made and entered into this 12th day of January, 2017 by and between the Tri-Valley Regional Occupational Program with its principal offices located at 1040 Florence Road, Livermore, California 94550, (hereinafter referred to as “TVROP” or “District”) and Designs School of Cosmetology, its principal offices located at 5572 Springdale Ave Pleasanton, CA 94588 (hereinafter referred to as “Provider.”)

WHEREAS, the District desires to provide a high quality Cosmetology and Barbering Program for students residing within the District; and

WHEREAS, the objective of this program is to train and prepare students in all phases of cosmetology through theory-based instruction, demonstration, and hands-on training; to prepare students to pass the California State Board Examination, Practicum and Theory to Obtain Licensure; and to provide students with the opportunity to complete all required training and instruction hours to obtain California State licensure in cosmetology; and

WHEREAS, the District has determined to provide this program by establishing a Community Service Class pursuant to and compliant with all provisions of California Education Code sections 51810 through 51815; and

WHEREAS, the District desires this program to operate within the geographic boundaries of the District; and

WHEREAS, the Provider is a privately operated Cosmetology school, licensed through the Bureau for Private Postsecondary Education in California and certified by the California Board of Barbering and Cosmetology; and

WHEREAS, it is the intent of the parties that through this Agreement, each party shall be in compliance with all applicable federal and State statutes and regulations, the parties recognize that in the event that there are statutory or regulatory amendments there will be a need to amend this Agreement during its term to comply with any such changes;

NOW, THEREFORE, the parties hereby acknowledge and agree to the following:

I. PURPOSE OF THE AGREEMENT

- A.** Through this Agreement, the Provider agrees to provide a Cosmetology and Barbering Program for up to fifteen (15) District students during the 2017 school year that meets the vocational training and educational needs of students in the District as set forth in this Agreement.
- B.** The Provider will provide these services at the following location: DESIGNS SCHOOL OF COSMETOLOGY, 5572 Springdale Ave., Pleasanton, CA 94588.
 - 1. The District is not a part of or responsible for any transaction or process related to the Provider’s lease of the above named facilities or use of the Designs School of Cosmetology license.

- C. The District shall compensate the Provider for services provided under this Agreement at the rate of \$5.25 per student hour. Monthly billing will be predicated on actual instructional hours earned. The maximum number of students that may be enrolled under this Agreement is fifteen (15). The maximum amount of this contract may be changed with written approval by both parties to this Agreement.
- D. The term of this Agreement shall be from January 24, 2017 to May 31, 2017.

II. PROVIDER REQUIREMENTS

A. **General** The Provider shall at all times:

1. Be a licensed provider through the Bureau for Private Postsecondary Education in California.
2. Be certified by the California Board of Barbering and Cosmetology.
3. Submit copies of Certifications and/or Licensing to TVROP within ten (10) days of signing this contract.

B. **Program Requirements** The Cosmetology and Barbering Program provided by the Provider pursuant to this Agreement shall meet the following requirements:

1. This program will be a 1600 hour course that will train and prepare students in all phases of cosmetology through theory-based instruction, demonstration, and hands-on training to prepare students to pass the California State Board Examination, Practicum and Theory to Obtain Licensure and to provide students with the opportunity to complete all required training hours to obtain a California State licensure in cosmetology.
2. This program will meet all of the standards set forth in the *California Plan for Career-Technical Education*.
3. Work and services performed by the Provider must be in accordance with standards specified by the California State Board of Cosmetology and Barbering.
4. This program and the operation thereof shall comply with all applicable state and federal statutes, rules, and regulations, including but not limited to the California Education Code, California Code of Regulations, the Individuals with Disabilities Education Act, and state and federal Occupational Safety and Health regulations.
5. This program will meet all requirements of a Community Service Class as established in California Education Code sections 51810 through 51815.

C. Additional Requirements

1. **Records** The Provider shall create and maintain all necessary student records. This includes but is not limited to maintaining and tracking student attendance, maintaining and tracking student hours towards their licensure, and student grades. Provider will send regular student grade progress reports to the District every nine weeks. Provider will also notify the District immediately if any students are in danger of failing the course of failing to receive high school credit for the course.

Student records shall be maintained in a confidential manner as required by the Federal Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, "FERPA" or the "Buckley Bill"), and the California Pupil Records Act (Education Code §§ 49060 - 49078) and will be provided to TVROP following any termination of this Agreement.

2. **Staff** Provider shall assign professional staff certified by the State of California Board of Cosmetology and Barbering. Provider shall coordinate the activities of the staff and shall be the liaison between the Staff and the District. The professional staff assigned shall possess the requisite Career Technical Education Teaching Credential as required by Education Code section 44260.9 and Title 5 California Code of Regulations section 80035.5 and proof of such credentialing shall be submitted by Provider to TVROP.
3. **Communication** The Provider shall be readily available to the District during the course of the school year to respond to all questions and requests in a timely manner.
4. **Staff Assistance** The District shall assign the Coordinator, Program Services and/or other staff to assist the Provider by providing required information and explanations as necessary.
5. **Independent Contractor** The relationship of the Provider to the District is that of an Independent Contractor. The Provider, its agents and employees shall act in an independent capacity in the performance of this Agreement and shall not be considered employees or agents of the District and shall not have the right to bind or obligate the District in any manner.
6. **Nondiscrimination** The Provider shall be fully responsible for the recruitment and hiring of staff necessary to perform this Agreement. The Provider shall not discriminate in the recruitment, selection, hiring, promotion or demotion of staff or the selection of services provided to children on the basis of race, creed, color, age, sex, national origin, ancestry, marital status, sexual orientation, or familial status and shall operate in conformity with the provisions of all federal and state anti-discrimination statutes and directives, including Title VII of the Civil Rights Act and the Fair Employment and Housing Act.

III. OTHER PROVISIONS

A. Assignment of Contract or Purchase Order

1. The Provider shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the proposal bond, if any, and the District.

B. Assignment and Subcontracting

1. The Provider shall not assign or subcontract the work, or any part thereof, without the previous written consent of the District, nor shall the Provider assign, by power of attorney or otherwise, any of the money payable under this contract unless written consent of the District has been obtained. No right under this Agreement, nor claim for any money due or to become due hereunder shall be asserted against the District, or persons acting for the District, by reason of any so-called assignment of this Agreement or any part thereof, unless such assignment has been authorized by the written consent of the District.

C. Extra Work

1. No bill or claim for extra work or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials shall have been previously authorized in writing by the District.

D. Indemnity and Insurance

1. The Provider shall indemnify and hold harmless the District from and against all losses, claims, demands, payments, suits, actions, recoveries and judgments of every nature and description brought or recovered against it, by reason of any act or omission, of the said Provider, his agents or employees, in the execution of the work or in consequences of any negligence or carelessness in guarding the same.
2. The Provider shall carry Professional Liability insurance in an amount not less than one million dollars (\$1,000,000.00), and shall furnish the District with a certificate evidencing such coverage within ten (10) days of signing this contract.
3. The policy shall be endorsed with the following specific language:
 - a. District, its officers and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.
 - b. The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

- c. The insurance provided herein is primary coverage to District with respect to any insurance or self-insurance programs maintained by District and no insurance held or owned by District shall be called upon to contribute to a loss.
 - d. This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to District.
4. The Provider shall carry Workers' Compensation insurance. In accordance with California Labor Code section 3700, Provider shall sign and file with the District a certificate of insurance before performing work. (Note: Provider is not entitled to coverage by District workers' compensation insurance regardless of the Provider's certificate status.)

E. Changes

1. The District shall have the right to make any changes that may be hereafter determined upon, in the nature or dimensions of the work, either before or after its commencement, and such changes shall in no way affect or void the obligations of this contract. If such changes make any change in the cost of the work, an equitable adjustment shall be made by the District to cover said cost.

F. Fingerprinting and Felony Convictions

1. The Provider acknowledges that Education Code Section 45125.1 applies to contracts for the provision of administrative and any similar services. Section 45125.1 requires that employees of entities providing such services to school districts such as TVROP must be fingerprinted and their fingerprint cards must be submitted to the California Department of Justice for a criminal records check. The Provider is required to fulfill this requirement at its expense. No such employee may be permitted to come in contact with pupils until the records check is completed. No employee with a record of conviction for a serious or violent felony may be assigned to perform services which will place them in contact with pupils without the prior, written approval of the District. This contract does not grant such approval.
2. The Provider certifies that no employee who has a record of conviction for a serious or violent felony will be assigned to perform services under this Agreement which will permit or require them to come in close contact with pupils unless the District first receives notice from the Provider and the District grants written permission.

G. Child Abuse and Neglect Reporting

1. The Provider acknowledges that any and all staff assigned to provide services to District students under this Agreement are mandated reporters pursuant to the provisions of the California Abuse and Neglect Reporting Act (Cal. Penal Code section 11165 *et seq.*). All staff assigned to provide

services to District students under this Agreement shall follow all child abuse and neglect reporting obligations set forth in the law. The Provider shall ensure that any and all staff assigned to provide services to District students under this Agreement are aware of and trained in their reporting obligations under the California Abuse and Neglect Reporting Act (Cal. Penal Code section 11165 *et seq.*).

H. Tuberculosis

1. Pursuant to Education Code section 49406, Provider shall insure that any individuals providing services to TVROP pupils shall submit to and pass a tuberculosis risk assessment test or examination, as required by law.

IV. MONITORING OF PROGRAM PERFORMANCE

- A. The District is responsible for monitoring the Provider on a regular basis to ensure that the Provider is delivering quality programs. The Provider shall provide the District access to its site and program records for purposes of monitoring and ensuring that the Provider is complying with all aspects of this Agreement.
- B. The Provider shall inform the District in writing of all conditions that may negatively affect or are negatively affecting performance of services as soon as they are known. The disclosure shall be accompanied by a statement of the action taken or contemplated by the Provider to correct the problems and when corrective action will be taken.
- C. The District may, at any reasonable time, make site visits to inspect the program, facility, books, records and equipment relating to the provision of the early childhood education services, review program accomplishments and management and financial control systems, as well as interview any officials and/or employees whose work involves the performance of this Agreement or compliance with its terms.

V. NO RENEWAL OF AGREEMENT

- A. This Agreement is intended to be a partial-year agreement between the District and the Provider and shall not automatically renew. If the District and the Provider wish for this arrangement to continue beyond May 31, 2017, then the terms of this Agreement will need to be renegotiated and finalized no later than April 28, 2017.

VI. TERMINATION OF AGREEMENT

- A. The District shall have the right to terminate this Agreement immediately upon:
 1. Notice of revocation of the Provider's license or certification;
 2. Provider's breach of any of the provisions of this Agreement;
 3. Provider's action(s) or inaction(s) that place enrolled students in the Program at serious risk of harm.


VII. MISCELLANEOUS

- A. **Applicable Law** The Parties agree that this Agreement shall be construed and enforced under the laws of the State of California.
- B. **Construction of Agreement** This Agreement is to be construed fairly and not in favor of or against any party, regardless of which party or parties drafted or participated in the drafting of its terms. Any rule of construction that a document is to be construed against the drafting party shall not be applicable to this Agreement.
- C. **Entire Agreement** This Agreement, together with all Attachments referred to herein, constitutes the entire Agreement between the parties and supersedes all oral and written Agreements, if any, between the parties. No amendment or modification changing the Agreement's scope or terms shall have any force and effect unless it is made in writing and signed by both parties.
- D. **Headings** Section headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.
- E. **Severability** If any of the provisions of this Agreement are determined to be invalid, such invalidity shall not affect or impair the validity of the other provisions, which shall be considered severable and shall remain in full force and effect.
- F. **Waiver** No term or provision hereof shall be deemed waived and no breach excused by the parties unless such waiver or consent shall be in writing and signed by the appropriate officers of the parties.

IN WITNESS WHEREOF the parties have executed this Agreement as of the day and year above set forth.

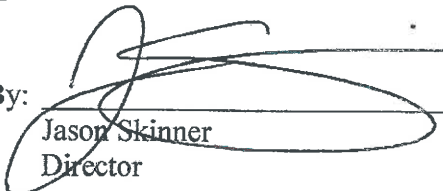
TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM

Date: 1/18/17

By: 
Julie Duncan
Superintendent

DESIGNS SCHOOL OF COSMETOLOGY

Date: 1/12/17

By: 
Jason Skinner
Director



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

ACTION ITEM – 8.2

AGENDA ITEM:

8.2 – Authorization of School Services of California ROP JPA Coalition Proposal

RECOMMENDED ACTION:

Approve participation in the ROP JPA Coalition with School Services of California.

BACKGROUND:

Fifteen ROP's have come together to form a Coalition which will be represented by Nancy LaCasse and Michelle Underwood from School Services of California. They will work with legislators to create a bill for direct funding for ROP Joint Powers Agency members.

Funding for ROP's has been an ongoing issue for many years. Direct funding was granted at one time by the state, then came the economic downturn and all funding for K-12 was reduced in 2008. In 2013, CTE/ROP funds were folded into the Local Control Funding Formula making JPA's depend on districts for all funding.

FISCAL IMPACT:

The total cost of the services for the ROP JPA Coalition is \$60,000 for January 1 to December 31, 2017. The cost of services will be shared equally among the 15 ROP JPA Coalition members for an estimated cost of \$4,000 per member.

MetroED will serve as the lead agency of the ROP JPA Coalition and will invoice each member for their share of the membership.

SUPPORTING DOCUMENTS:

- Career Technical Education Funding Initiative, Proposal for Legislative Services

Moved by:
Seconded by:
Passed by:

Career Technical Education Funding Initiative

Proposal for Legislative Services

Date of submission: December 13, 2016

Prepared by:

School Services of California, Inc.
1121 L Street, Suite 1060
Sacramento, CA 95814
916-446-7517

Nancy M. LaCasse, Associate Vice President

nancyl@sscal.com

916-446-7517 ext. 1130



Public Education's Point of Reference for Making Educated Decisions





December 13, 2016

1121 L Street

•

Suite 1060

•

Sacramento

•

California 95814

•

TEL: 916 . 446 . 7517

•

FAX: 916 . 446 . 2011

•

www.sscal.com

Ms. Alyssa Lynch
Superintendent
Metropolitan Education District
760 Hillsdale Avenue
San Jose, CA 95136

Dear Ms. Lynch:

Thank you very much for the opportunity to provide a proposal for legislative advocacy services on behalf of the Joint Power Agencies that operate Career Technical Education programs and to advocate for legislation that will provide permanent and direct funding. We would be honored to represent this new Coalition and assist them in working on sponsored legislation.

We believe our company’s combined long-standing relationships with California’s key state and federal policymakers and decades of legislative expertise would be a great benefit to the Coalition. Toward that end, we are pleased to provide a proposal that outlines the services we can offer.

We understand this proposal would be funded through contributions of your organization along with other Joint Power Agencies seeking permanent and direct Career Technical Education funding. Please find attached a proposal that highlights our services and the staff who would be assigned to work with you on this important project. Please contact us if you have any questions.

Sincerely,

Nancy M. LaCasse
Associate Vice President

Table of Contents

Executive Summary.....	1
Firm’s Personnel Experience.....	2
Proposed Method To Accomplish Work.....	3
Statement of Impartiality/Conflict.....	5
Cost Estimate	6
Agreement for Special Services	Addendum A

Executive Summary

For 40 years, School Services of California, Inc., (SSC) has served virtually every California school district and county office of education (COE) in meeting their management, governance, advocacy, or fiscal responsibilities. Supporting the effective administration of California's public schools has always been the firm's primary mission and field of expertise. As a result, we have played an integral role in the development and implementation of almost every major education policy and fiscal issue at the state, federal, and local level.

Our team of respected professionals is well versed on school policy and fiscal issues, which places us in the important role of serving as one of only a handful of Sacramento firms that function as a trusted key resource to members of the State Legislature and the Administration on the practical impacts of proposed legislation and State Budget proposals on public education. We also have a unique combination of professional staff that includes the state's foremost governmental relations team, as well as the state's acknowledged experts in the area of public education policy, finance, business affairs, and collective bargaining. The SSC team allows us to provide a combination of services that is unmatched by any other firm.

If selected, we will develop a campaign for sustained career technical education funding and direct funding for Joint Power Agencies that provide Career Technical Education. This entails developing position papers, factsheets, drafting legislation, state advocacy through communicating with legislators, the Governor's office, and other key policymakers. We will also work closely with member Career Technical Education Joint Power Agencies to communicate our activities and accomplishments through conference calls, meetings, and email updates.

We would propose a monthly retainer fee of \$5,000, plus actual pre-approved expenses for the period of January 1, 2017 to December 31, 2017, with a 60 day cancellation clause.

Firm's Personnel Experience

SSC was founded in 1975 by Ken Hall, former Deputy Director of the Department of Finance (DOF) during the Reagan administration. Since 1999, our company has been led by its current Chief Executive Officer, Ron Bennett and President John Gray. During its evolution from a small sole proprietorship to a full-service diversified company of 30 dedicated professionals, SSC has also become employee owned. Much of the strength of the company is found in the active participation of every staff member in providing the highest quality, value, and service to each and every client. Our leadership team and staff members come from the ranks of California state government and school business officials. They are seasoned executives with the skills, talents, and abilities to solve problems effectively because they have walked in the shoes of the client.

SSC's advocates have broad experience in working directly with the Legislature, and our strengths include being able to mobilize divergent groups around complex and sometimes divisive issues. Our legislative staff understands the intricacies of the legislative process, and more importantly, the politics of the State Capitol. Finally, we have exceptional working relationships with the statewide educational organizations and have the ability to bring the appropriate parties to the table.

In order to fully support the needs of the Coalition, we propose an SSC team that includes two members of our governmental relations division—Nancy M. LaCasse and Michelle McKay Underwood.

As Associate Vice President of SSC, Nancy M. LaCasse has provided legislative consulting and advocacy services on behalf of school districts and COEs throughout California for nearly three decades. In that time, she has been at the forefront of several major K-12 education reform efforts, including career technical education, school facilities, education technology and school safety. Her experience in public education policy and finance, coupled with her longstanding relationships with legislators, legislative staff, and other Capitol insiders is unparalleled. She often serves as a resource for legislators, legislative staff, and state agencies, and is called upon by other state educational organizations for her expertise on state and federal education funding issues.

As you know, Nancy also represents the Metropolitan Education District and has worked on legislation impacting career technical education for many years. In this capacity, she successfully advocated to ensure the District was eligible to receive deferred maintenance and school facility modernization funding. She developed legislation to redesign career technical education and brought together a diverse stakeholder group to advocate for permanent dedicated funding for career technical education programs.

Michelle McKay Underwood, Director, Governmental and External Relations, has been with SSC since 2006 and provides legislative advocacy services on behalf of SSC legislative clients by representing their interests in front of the Legislature, Administration, and various state

departments in Sacramento. She actively advocates on behalf of school districts and associations, including serving as the lead advocate for Association of California Community College Administrators (ACCCA) and Schools for Sound Finance [(SF)2], as well as representing Oakland Unified School District (USD) and Fresno USD. Prior to joining SSC, Michelle served as Membership Director for the California Coalition for Youth, an advocacy association of nonprofit organizations.

Proposed Method to Accomplish Work

As legislative advocates, the first step will entail working with member Career Technical Education Joint Power Agencies (JPAs) to design legislation and to develop a detailed legislative plan of action.

Creation of Advocacy Plan of Action: Winter 2017

As soon as possible, we will draft the position paper, talking points, factsheets, and establish a calendar of activities. We will suggest a timeline and activities that we believe will be critical to our efforts. These documents will be the cornerstone of our representation services.

A Presence in Sacramento—Winter 2017/Spring 2017

With a strong legislative position paper in hand, we will arrange Capitol visits and meetings with legislators, members of the Administration, and leaders in state government. We will include Coalition members in those meetings. We will schedule and meet with newly elected legislators with the goal of developing a cadre of elected officials who will work with us in support of our Career Technical Education sustained funding legislation.

Legislation—2017/2018

Once we have identified our key legislative supporters, we will seek a legislative informational hearing regarding the state of Career Technical Education in California. We will sponsor legislation that provides sustained funding for Career Technical Education and direct funding to JPAs. We will work to secure an author of the bill, build support from stakeholder groups and the Brown Administration, and advocate as the bill moves through the legislative process.

Advocacy includes, but is not limited to, meeting with legislators of the various legislative committees where the bill will be heard, arranging for testimony at the committee hearings, working with committee staff on the analysis, securing support letters from stakeholders, testifying at committee hearings, and communicating with Coalition members.

We will develop an appropriate schedule of in-person or conference call meetings with Coalition members.

Communication—Throughout

Real-time, often daily, access to our team and corresponding access by our team to the Coalition’s point person is fundamental to our services. We will provide our personal cell phone numbers and use email, phone calls, personal visits, and meetings to keep you informed.

We will keep you up to date on the broader range of issues that are working their way through the Capitol. This will help you to see the state’s competing priorities and how our bill might compare in a broader sense. We will also coordinate messaging with the public relations effort.

Fair Political Practices Expertise and Reporting—Quarterly

Fair Political Practices Commission (FPPC) reporting is legally required. To avoid mistakes and the imposition of an administrative burden on the Coalition, we will gather the information and perform the FPPC reporting services.

Statement of Impartiality/Conflict

We take great pride in ensuring our clients have common interests to avoid conflict of interest. At least four of our lobbyists are in the state Capitol on any given day and we maintain a strong presence in Committee hearings. We are very selective regarding who we represent in order to avoid a conflict of interest.

We have not had any legislative conflicts in the past and do not believe the interests of our current clients would conflict with those of this Coalition. In the spirit of full disclosure, we are providing our list of legislative clients. SSC provides legislative advocacy or legislative consulting services to the following clients:

- Alhambra Unified School District
- Association of California Community College Administrators (ACCCA)
- Beaumont Unified School District
- California Interscholastic Federation (CIF)
- California School Funding Coalition (CSFC)
- CalSTRS Funding Coalition
- Clovis Unified School District
- Coalition for Adequate Funding for Special Education (CAFSE)
- Corona-Norco Unified School District
- Early Edge California
- Education Mandated Cost Network (EMCN)
- Fresno Unified School District
- Imperial County Office of Education
- Kern County Superintendent of Schools
- Metropolitan Education District
- Monterey County Office of Education
- Oakland Unified School District
- Orange County Department of Education
- Public Agency Retirement Services (PARS)
- Poway Unified School District
- Riverside County Superintendent of Schools
- Sacramento City Unified School District
- San Bernardino County Office of Education
- San Diego County Office of Education
- Santa Clara County Office of Education
- Santa Rosa City School District
- Schools Excess Liability Fund (SELF)
- Schools for Sound Finance [(SF)²]
- Torrance Unified School District

Cost Estimate

Throughout this proposal, we have detailed a level of service that we think is appropriate. This is the level of service we would want to have if our positions were reversed.

No matter the hours, SSC is committed to accomplishing a goal. Our team works until the job is done. We propose a contract for January 1, 2017, through December 31, 2017. We propose a monthly retainer of \$5,000, plus actual expenses that are pre-approved by the Coalition point person. If this meets with your approval, please have the appropriate person(s) sign the Agreement and return to our office. Again, thank you for your consideration.

Client # _____/S70

P.O.# _____

AGREEMENT FOR SPECIAL SERVICES
Legislative Consulting and Advocacy

This is an Agreement between the **METROPOLITAN EDUCATION DISTRICT**, hereinafter referred to as “Client,” and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as “Consultant,” entered into as of January 1, 2017.

RECITALS

WHEREAS, the Client needs assistance regarding advocacy on its behalf; and,

WHEREAS, Consultant, is professionally and specially trained and competent to provide these services; and,

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable.

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. Consultant agrees to perform the following services on behalf of the Client:
 - a. Draft position paper, talking points, factsheets, and establish a calendar of activities regarding establishing a permanent funding source for Career Technical Education and direct funding for Joint Power Agencies that offer Career Technical Education programs. Establish a timeline of activities that are critical to our efforts.
 - b. Represent and advocate on behalf of Client, including drafting legislation to establish permanent funding for Career Technical Education and direct funding for Joint Power Agencies that offer Career Technical Education programs. The Consultant shall represent the Client before state policymakers and agencies, including, but not limited to, the State Legislature, State Legislative Budget and Budget Subcommittees, the Governor’s Office, the California Department of Finance, and other state departments, as appropriate.
 - c. Communicate through email and telephone with Coalition members regarding Consultant efforts in a timely manner. Attend and participate in meetings with Coalition members as requested.
2. Nancy M. LaCasse, Associate Vice President, shall be the primary consultant assigned to the contract. Michelle McKay Underwood, Director of Governmental Relations and External Relations shall serve as secondary contact for the duration of this contract. The Client agrees to pay Consultant for services rendered under this Agreement the sum of \$5,000 monthly for

the term of the contract, plus pre-approved expenses, not to exceed \$1,000 annually. "Expenses" are defined as actual out-of-pocket expenses such as travel, meals, shipping, and duplication of materials.

3. This Agreement shall be for the period of one year, beginning January 1, 2017, and terminating December 31, 2017. It may be terminated by either party prior to December 31, 2017, with thirty (30) days' written notice. In case of cancellation, the Client shall be liable for any costs accrued to date of cancellation under Item 2 above.
4. It is recognized by both parties that Consultant will be serving as a legislative advocate on behalf of the Client and that it will be necessary for both parties to file such appropriate forms with the Fair Political Practices Commission as may be required by state law.
5. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

BY:

ALYSSA LYNCH
Superintendent
Metropolitan Education District

DATE: _____

BY:

NANCY M. LACASSE
Associate Vice President
School Services of California, Inc.

DATE: _____

ROBERT D. MIYASHIRO
Vice President
School Services of California, Inc.

DATE _____



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

ACTION ITEM - 8.3

AGENDA ITEM:

8.3 – Authorization to Surplus Equipment

RECOMMENDED ACTION:

As part of Action Items, Authorize the Surplus of Equipment.

BACKGROUND:

California Education Code 17545 authorizes school districts to sell or dispose of surplus property.

FISCAL IMPACT:

Any proceeds for the sale of surplus property are deposited into the General Fund.

SUPPORTING DOCUMENTS:

- Surplus Property List

Moved by:
Seconded by:
Passed by:

Tri Valley ROP Disposal Inventory for January 2017 for Board Approval

Item Description	Room#	Teacher	Market Value Ea
DELL PROJECTOR 1210S	P4	Lang/Salcedo	past service life
ACER ALL IN ONE	400	Nelson	past service life
IMAC 26'	400	NELSON	past service life
IMAC 22'	400	NELSON	past service life
IMAC 26'	400	NELSON	past service life
IMAC 26'	400	NELSON	past service life
IMAC 26'	400	NELSON	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
IMAC 26'	A4	RAKKER	past service life
Dell Optiplex PC 620	DO	Under sink	past service life
Dell Optiplex PC 520	DO	Jorja's	past service life
Dell Optiplex PC 380	DO	Julie's	past service life
Toshiba laptop C850	DO	Jail Spair	past service life
Back to Back Styling Stations - 19		Dublin Beauty	\$500
Styling Chairs - 47		Dublin Beauty	\$150
Mobile Storage Cabinets - 40		Dublin Beauty	\$150
Black Service Trays - 10		Dublin Beauty	\$30
Black Cabinet, wash bowl, chair - 6		Dublin Beauty	\$250
Stainless Steel Trolley - 5		Dublin Beauty	\$100
Genesis Palm Scanner Attendance Sys - 1		Dublin Beauty	\$6,900
Student Kits - 2		Dublin Beauty	\$1,350
Mannequin Heads - 10		Dublin Beauty	\$40
Mannequin Heads Tripods - 32		Dublin Beauty	\$50



TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAM
JOINT POWERS GOVERNING BOARD MEETING
January 25, 2017

CORRESPONDENCE – 9.0

AGENDA ITEM:

9.0 – Correspondence

RECOMMENDED ACTION:

No action required.

BACKGROUND:

Letters mailed or hand delivered (hard copy), excluding email, addressed to the Board and received at the District Office 72 hours prior to the Board meeting are summarized for Board review.

FISCAL IMPACT:

None

SUPPORTING DOCUMENTS:

- California State Controller, Betty T. Yee, Jim L. Spano, Chief Financial Audits Bureau
2015-16 Fiscal Certification Letter



BETTY T. YEE

California State Controller

January 12, 2017

Tri-Valley ROP
1040 Florence Rd
Livermore, CA 94550

Re: Certification Letter – Fiscal Year 2015-16 Tri-Valley ROP

The State Controller's Office (SCO) has completed its desk review of the referenced entity's annual audit report for the fiscal year ended June 30, 2016. As a result of the review, the SCO certifies that the audit report conforms to the reporting standards contained in the audit guide, *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Also, the SCO determined that the report generally meets the requirements of Title 2, *Code of Federal Regulations*, Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, Subpart F—Audit Requirements (Uniform Guidance).

The SCO's certification authorizes the auditee to release the portion of the audit fee withheld under the provisions of California Education Code Section 14505. The SCO has notified the auditee that the audit report was certified.

If you have any questions regarding this letter or any other local education agency (LEA) audit issue, please contact a member of my LEA staff by telephone at (916) 324-6442 or by email at leaaudits@sco.ca.gov.

Sincerely,

A handwritten signature in black ink that reads "Jim L. Spano".

JIM L. SPANO, CPA, Chief
Financial Audits Bureau
Division of Audits

MAILING ADDRESS P.O. Box 942850, Sacramento, CA 94250-5874
SACRAMENTO 3301 C Street, Suite 700, Sacramento, CA 95816 (916) 324-8907
LOS ANGELES 901 Corporate Center Drive, Suite 200, Monterey Park, CA 91754-7619 (323) 981-6802