

Oklahoma Programs of Study Institute Participant Projects

“Moving Oklahoma from POS to RPOS”

*career*tech

The Project

As part of the Oklahoma Programs of Study Institute, each team was challenged to create an action plan to address one or more implementation barriers. Strategies could address specific elements of the Rigorous Programs of Study framework or provide an overall effort for RPOS implementation at the team's institution.

As the project was developed, participants addressed the status of their institution's RPOS development and how participation in the OkPOS Institute would enhance implementation efforts. Participating institutions were challenged to identify barriers and describe the implementation challenges.

Participants specifically described how the action plan developed during the institute will be communicated with partners (secondary school, technology center, postsecondary school), used as a blueprint for RPOS design and used to build capacity for RPOS implementation.

Caddo-Kiowa Technology Center

Caddo Kiowa Technology Center in Fort Cobb serves a rural district in southwest Oklahoma. CKTC had an enrollment of 543 full time students in FY11. CKTC serves the Anadarko, Binger-Oney, Boone-Apache, Carnegie, Cement, Cyril, Fort Cobb-Broxton, Gracemont, Hinton, Hydro-Eakly, Lookeba-Sickles, Mountain View-Gotebo and Verden school districts.

CKTC chose to take a closer look at its CKTC Visual Design Program of Study. As a result, the technology center will be better able to align programs and policies and make changes necessary to integrate Rigorous Programs of Study into Oklahoma's Career Pathways system, to align partner school offerings and CareerTech programs with the needs of business and industry and to begin addressing the skills gap and contributing to state and local economic growth and development.

CKTC will develop and work with business education councils beginning in the spring of 2013. The program of study core team will provide input and guidance to the CKTC economic development director during this process. CKTC will develop a memorandum of understanding with each business partner who will serve on the councils. The technology center will work with business partners to understand workforce development needs and develop clearly defined goals while meeting relevant rigor in the career and technical content areas.

Caddo Kiowa Technology Center is working to develop a system to include secondary and postsecondary input into programs. CKTC will use data to measure success and expand opportunities for secondary and postsecondary CTE students and adults who progress through RPOS that lead to industry-recognized credentials and to careers in high-demand industries and occupations. The technology center is working on the development of a data system (Silverback Learning Solutions) that will collect key information relating to the 10 essential elements.

CKTC will develop a streamlined approach to implementing RPOS through the career education counselor and to working with instructors and students on concurrent enrollment. CKTC is working to enhance individual career plans that chart a course from ninth grade to postsecondary to be used with partner schools in conjunction with the partner school liaison. The ICP will include college credit available through partner colleges and the required competencies and national and industry certifications.

Through RPOS, Caddo Kiowa Technology Center is addressing the specific framework components of legislation and policies; partnerships; professional development; accountability and evaluation systems; college and career readiness standards; course sequence; credit transfer agreements; guidance, counseling and academic advisement; teaching and learning strategies; and technical skills assessments.

Choctaw High School

Choctaw-Nicoma Park Schools provide instructional services in five incorporated municipalities in eastern Oklahoma County: Choctaw, Nicoma Park, Midwest City, Harrah and Oklahoma City.

Choctaw High School is working to enhance and improve all Career Academy curricula including Program of Study materials, partner participation, curriculum presentation and resources/materials availability.

The challenge for the Career Academy program is meeting the needs of a student body of approximately 1,460 students. Providing curricula that addresses their career interests is difficult because of the diverse needs of the students.

Finding time to develop the curriculum presentations is difficult for teachers because of the responsibilities they have as a result of state-mandated testing and common core changes. Not all teachers have access to the same technology, which can cause problems with delivery of Internet-based resources. Career Academy meetings are limited, which creates a challenge for determining what is the most important information students need each year.

Also, Choctaw-Nicoma Park is a suburban district with very little business and industry to recruit guest speakers for speaker days.

To enhance the curriculum, Choctaw High School plans to develop online resources that include videos of invited business and industry speakers. The school will record guest speakers and align the videos with careers and specific career academies. The process will include student-generated questions and archived videos on the school website.

The videos will be used during transition meetings, with students and parents, on career academy pages and as part of the school's Teachers as Advisers program.

Through RPOS, Choctaw High School is addressing the specific framework components of guidance, counseling and academic advisement and teaching and learning strategies.

Claremore High School

Claremore High School serves a city with a population of 18,581 in the 2010 census. Claremore is in the Tulsa Metropolitan Area and home to Rogers State University.

Claremore High School will work on its Zebra Advisement Program. The program enhances students' awareness of educational and career opportunities and helps students make meaningful and informed choices regarding their preparation for the future. The program uses consistent individualized guidance and joint student/parent/teacher comprehensive planning. In the last 14 years, ZAP has averaged a 95 percent participation rate of parents/guardians at ZAP enrollment time.

Each student is assigned a ZAP adviser in the ninth grade and continues working with the adviser until graduation. Students meet with their ZAP advisers at least once a month to receive information about clubs and activities, resumes, career exploration, CareerTech and postsecondary education, grade reports, test results, etc. This culminates each year with 20-minute enrollment appointments for all students and their parents in early April.

The ZAP program identified several problems and allowed the school to develop strategies to address them. For example, all students in grades nine through 12 were receiving the same information. To address this, the school created different activities specific to grade levels, allowing students to receive new information each year that builds upon the knowledge they received in prior years.

A ZAP Day may include many different activities. Seniors may receive information about interview questions for jobs and scholarships, while juniors go to labs to create OKCIS accounts or take career surveys. Sophomores may have a guest speaker, and freshmen may begin planning a four-year course of study.

The ZAP advisers' duties are specific and include building relationships with the 15-20 students with whom they have been entrusted, making every effort to attend ZAP meetings in which important information is given to students and recognizing the importance of the three meetings in January, February and March leading up to the ZAP enrollment sessions.

Through RPOS, Claremore High School is addressing the specific framework components of partnerships; college and career readiness standards; course sequence; and guidance, counseling and academic advisement.

Meridian Technology Center

Meridian Technology Center in Stillwater served 777 students enrolled in full-time career majors during the FY11 year. MTC serves 10 north central Oklahoma school districts: Agra, Carney, Glencoe, Guthrie, Morrison, Mulhall-Orlando, Pawnee, Perkins-Tryon, Perry and Stillwater.

Meridian is working to create awareness of the Oklahoma A-F Report Card, industry credentials and postsecondary opportunities through the Cooperative Alliance Program.

Meridian faculty meet to have an overview of the A-F report card and discuss CareerTech education's role in the process. They also discuss industry credential list from type 1 to type 6 and address potential issues if programs do not meet the A-F criteria.

If programs meet type 1 or type 2 industry credentials, then the instructors will be tasked to update course syllabi. They will also update documents with testing information for each industry credential offered, including the cost, testing location and test prep materials.

Meridian will strive for all students to obtain type 1 and type 2 credentials and will track their progress through follow-up reporting.

For programs that do not meet type 1 or type 2 industry credentials, instructors will meet with business and education council members to determine which credentials are most valued in industry. Instructors will then work to align curricula to meet a type 1 or type 2 credential or work with ODCTE to add credentials to the list.

The challenges faced by Meridian include finding ways for students to pay for exams and researching if there is a need for a school policy on paying for exams. Meridian will also work with ODCTE to understand the process of how tests were placed on the type 1 or type 2 list originally and how tests can be moved to the list. Meridian will also look at how ODCTE testing becomes endorsed by industry.

Through RPOS, Meridian Technology Center is addressing the specific framework components of legislation and policies, partnerships, professional development, accountability and evaluation systems, college and career readiness standards, teaching and learning strategies and technical skills assessments.

Mid-America Technology Center

Mid-America Technology Center in Wayne has an annual career major enrollment of 861 students. In eight counties, MATC serves 18 independent school districts and two dependent school districts: Blanchard, Bridge Creek, Byars, Dibble, Elmore City-Pernell, Lexington, Lindsay, Little Axe, Maysville, Newcastle, Noble, Paoli, Pauls Valley, Purcell, Stratford, Wanette, Washington, Wayne, Whitebead and Wynnewood.

Mid-America is working to improve communication with its sending schools and how it uses data across its campus. The technology center will work to use existing and emerging technology to enhance the process by collecting accurate and timely data relating to course work, assessments and guidance/counseling plans.

Communication with sending schools, including professional development and data collection, is a challenge. Data and its accountability and efficiency and the sequence of courses and MATC's ability to adapt and improve is affected by advisement; teaching, learning and skills assessments; the approved endorsements list; and A-F report cards.

Mid-America Technology Center uses PowerSchool as its student accounting software. It can track graduation requirements like EOI, PLAN and ACT scores. With the software, MATC can track career major and course sequence as well as certifications and licenses. The technology center can also track postsecondary options like Cooperative Alliance hours and other options that a student may take. MATC wants to develop a network of PowerSchool users and learn how to use grades and attendance. This network will also develop solutions to issues with e-transcripts, Special Education Automation Software and Cooperative Alliance grades and credit.

As powerful as the software is, it does not track existing data from sending schools like course work from ninth and 10th grades; Explore (eighth grade) and Plan (10th grade) test data; advanced standing credit; short-term, real-time course grades and hours; and existing data regarding recognized endorsements or degree plans.

MATC will work to understand the approved endorsements list and crosswalk this list to its existing competency tests. Teachers will be asked to submit results on the new list and to clean up the list by grade and school. This list will be faxed to schools and data entered into A-F reporting for school. The sending schools will then be able to compare the list to their existing advanced placement lists.

Through RPOS, Mid America Technology Center is addressing the specific framework components of partnerships; professional development; accountability and evaluation systems; course sequence; guidance, counseling and academic advisement; teaching and learning strategies; and technical skills assessments.

Oklahoma State University Institute of Technology

The Oklahoma State University Institute of Technology in Okmulgee offers associate in applied science, associate in science and bachelor of technology degrees.

OSUIT will work to evaluate college readiness in Oklahoma's Cooperative Alliance students. OSUIT established college credit articulation agreements with many of Oklahoma's CareerTech centers in the 1980s. Since then, these agreements have grown and developed into the Cooperative Alliance agreements. OSUIT has Cooperative Alliance agreements with more than 50 technology center campuses. Approximately 10 percent to 15 percent of OSUIT students enter college with Cooperative Alliance credit. Many foundation courses for OSUIT's degree programs are offered at CareerTech centers through these agreements.

Students who enter AAS degree programs at OSUIT with Cooperative Alliance credit are enrolled in second- or third-semester courses that build upon these foundation courses. Student success is dependent upon a thorough understanding of the program's foundation courses. The purpose of this study is to evaluate Cooperative Alliance agreements and to determine if students are prepared to enter rigorous degree programs at OSUIT.

OSUIT will follow the progress of students who entered specific AAS degree programs in fall 2008 and fall 2009. The degrees followed will be culinary arts, engineering technologies – electrical/electronics specialization, engineering technologies – engineering graphics and design/drafting specialization, engineering technologies – manufacturing technology specialization and information technologies.

Students sampled will include former Cooperative Alliance students as well as students who entered OSUIT with no CAP credit. For the purpose of this study, the control group will be those students who received credit for their technical prerequisites at OSUIT.

If research shows that former Cooperative Alliance students perform at an equivalent or higher level in OSUIT's technical courses compared to those students who take their prerequisites at OSUIT, it will justify maintaining and/or expanding agreements in these program areas.

If research shows that former Cooperative Alliance students do not perform at an equivalent level in OSUIT's technical courses compared to those students who take their prerequisites at OSUIT, however, it will serve as an indicator that these agreements may need to be revisited to determine how articulation can be improved.

Through RPOS, OSUIT is addressing the specific framework components of partnerships, accountability and evaluation systems, college and career readiness standards, course sequence, credit transfer agreements and technical skills assessments.

Redlands Community College

Redlands Community College in El Reno offers associate of applied science, associate of science and associate of arts degrees. Redlands also offers certificates of mastery programs.

Redlands will work to further enhance the child development programs that it has developed in partnership with Caddo Kiowa Technology Center.

Program development is limited because curriculum is mandated by the Oklahoma State Regents of Higher Education and the Department of Human Services. Providing meaningful professional development activities for faculty is difficult as they often work full-time in the child development field and meet professional development requirements through their certification requirements. Students in child development tend to be online or place-bound, and most students are employed in child care settings. Most students are included in the scholars program, which is not friendly to associate of applied science degree programs.

Redlands has built articulation that is strong and has been for many years. The articulation is well-documented, and funding is strong but somewhat complex. Students are often employed in child care settings, and the partners work well together.

Through RPOS, Redlands hopes to be better able to track students in the field for salary and career paths. Working with partners, Redlands will work to get more students to take advantage of college credit. The college is investigating a school-age certificate and working to identify potential graduates who have completed hours toward a credential but have not graduated.

Redlands is also working to track professional development of faculty and to create partnerships with alternative education students.

Through RPOS, Redlands Community College is addressing the specific framework components of partnerships; college and career readiness standards; course sequence; credit transfer agreements; and guidance, counseling and academic advisement.

Tulsa Community College

Tulsa Community College offers associate of applied science, associate of arts and associate of science degrees and certificate programs. TCC has approximately 30,000 students.

TCC is working toward improving high school transitions in manufacturing and aerospace. The college is looking at the technical components and aligning them with national credentials.

The work includes developing a pathway from Tulsa Technology Center to TCC. Students will take exams and earn credentials at the technology center and complete general education courses at Tulsa Community College. After they earn their degrees at TCC, students will have clear articulation paths to bachelor level degrees.

TCC is working on an implementation guide for the program and working with Project Accelerate. There will be no tuition for the program.

TCC is also looking at ways to teach concurrently at high school level as in the Teach the Teacher program in biotechnology. The program will require an exception from the Oklahoma State Regents for Higher Education. Developing the alignment to the national credentials includes a labor grant for manufacturing and aerospace. Through this work, TCC hopes there will be more entry and exit points for students toward workforce degrees and certificates.

Through RPOS, Tulsa Community College is addressing the specific framework components of legislation and policies, partnerships, college and career readiness standards, course sequence and credit transfer agreements.

Tulsa Public Schools

Tulsa Public Schools is northeastern Oklahoma's largest school district with nearly 41,000 students, 7,000 employees, 88 campuses, 250 school buses and about 173 square miles. The mission of TPS is to provide high quality learning experiences for every student every day without exception. The district believes this mission can be accomplished through five core goals: safety and security, student learning and performance, leadership sustainability, teacher effectiveness and financial sustainability.

TPS has a six-person college and career readiness office that manages CareerTech programs, Teachers as Advisers in all secondary schools, High Schools that Work and other school improvement initiatives.

The project for Tulsa Public Schools consisted of taking a look at professional development through Teacher Leader Effectiveness.

TLE was developed in Tulsa because evaluations had always been subjective and irrelevant. The TPS model is research-based and externally validated. Teachers say it measures what matters. More than 500 school districts and every technology center in the state except one have chosen the Tulsa model for their evaluation systems.

Three of the staff members have been trained to do observations and evaluations. They will sit in on observations and evaluations with the principal or assistant principal to assist with content, etc., that is specific to a CareerTech program. They will also submit reports on what they see in classrooms and competency test scores to principals to be included in observations and evaluations.

Professional development will be assigned to teachers as needed based on observations and evaluations. This professional development will be individualized for each teacher based on needs. Personal development plans will be issued for teachers scoring a one or a two on their evaluations. Plans will be required for any teacher who does not have 70 percent of students passing competency tests. The percentage of students required to pass competency tests will increase to 80 percent in 2013 and 90 percent in 2014.

Through RPOS, Tulsa Public Schools is addressing the specific framework components of legislation and policies and professional development.