Oklahoma Programs of Study Summit

“Moving from POS to RPOS in Oklahoma”
Moore Norman Technology Center | Feb 27, 2013
Welcome

Becki Foster
Associate State Director
A National Perspective

Dr. Robert Shumer
University of Minnesota
Research Associate/Lecturer
Background

NRCCTE has been conducting research on POS for past several years. Information available on website (nrccte.org) and in ACTE Journal (Techniques, Jan. 2012).

I am internal evaluator of the NRCCTE (assessing all program/role of Center)

Also conducted 2 national studies of POS
National Programs of Study Institute

Program by NRCCTE to assist states with development of POS efforts

Selected 4 states/territories (OK, KY, MN, and Guam) that applied to assist with POS development. I was advisor to OK. Currently working with MN and Guam, too.

Assigned a consultant/advisor to each group

Conducted a series of meetings in Louisville, Washington, DC, and at local sites to develop a plan for promoting/training for POS.

The purpose for the Institute: connect research to practice (major theme of the NRCCTE)....develop agenda to share information with actual program development
What Did Research Say?

POS built on history of School to Work/Tech Prep programs and people

POS is about more than just CTE....is about educational reform: project-based learning, contextual learning, connection with real world environments, student engagement

Relationships matter: not rigor, relevance, and relationships; its about relationships, relevance, and rigor

Lots of good examples in each state

Collaboration is key to successful implementation
Challenges

Need time to further relationships between academic teachers, CTE teachers; secondary and post-secondary institutions/programs; business/industry and educational systems; address cultural mission/ misalignment between secondary and post-secondary institutions

Involve counselors more in guidance process (yet students often seek advice from CTE teachers, parents, CTSO advisors)

Career development/job acquisition is not always linear – some students able to find jobs through good high school CTE/POS efforts --- so immediate movement to Community College not always the career path chosen

Collect good data on outcomes: academic achievement, skill certification, graduation, job acquisition

Develop campaign to tell the story of successes: media exposure

Streamline paperwork
Outcomes of NPOSI

You are experiencing it today! Each state developed a plan to conduct their own “institute.”

Convened meetings with key people, selected small group of exemplary districts/institutions that can/will refine their program so they can share with others.

Developed plans to continue the process....connect research with practice, connect evidence production with program improvement
Go Oklahoma!

Developed one of the most comprehensive plans for the state “institute.”

Created a team of critical players to move the initiative forward. Have been convening meetings of districts/institutions to take POS to next level.

Had the vision to connect POS with state agenda of Career, College, and Citizenship readiness.

All eyes on OK to see how they do in the future!
POS and Carl Perkins

Janet Cooper
State Coordinator
Alignment

Effective ALIGNMENT between CTE and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry sectors.
Collaboration

Strong COLLABORATION among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs
Accountability

Meaningful ACCOUNTABILITY for improving academic outcomes and building technical and employability skills in CTE programs, based upon common definitions and clear metrics for performance.
Increased emphasis on INNOVATION supported by systemic reform of state policies and practices to support CTE implementation of effective practices at the local level.
Moving from Programs of Study to Rigorous Programs of Study in Oklahoma
Technology Centers That Work
High Schools That Work
Pathways to Prosperity
Reflect, Transform, Lead: A New Vision for Career Technical Education
Carl D. Perkins Career and Technical Education Act of 2006
A Program of Study is a comprehensive, structured approach for delivering academic and CTE to prepare students for postsecondary education and career success
Program of Study

Cluster  Pathway  Major  Courses
Carl Perkins IV &
Programs of Study
Incorporate and align secondary and postsecondary education elements
Include academic and CTE content in a coordinated, non-duplicative progression of courses
Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree
Carl Perkins V & Rigorous Programs of Study
Federal, state, and local legislation or administrative policies promote POS development and implementation.
Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.
Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.
Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to develop and implement POS.
Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.
Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

*(Individual Career Plan)*
Credit transfer agreements provide opportunities for secondary students to be awarded transcripted postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

(Cooperative Alliance Program)
Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.
Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.
TECHNICAL SKILLS ASSESSMENTS

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.
Credentials

Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
National Programs of Study Institute
Challenges

Legislation and Policies
Accountability
Common Language
Common Language

Analysis of Stakeholder Interpretations of Programs of Study in Oklahoma
Common Language

Analysis of Stakeholder Interpretations of Programs of Study in Oklahoma

Individual Career Plan
Oklahoma Programs of Study Institute
OkPOSI

Caddo-Kiowa Technology Center
Choctaw High School
Claremore High School
Meridian Technology Center
Mid America Technology Center
Oklahoma State University Institute of Technology
Redlands Community College
Tulsa Community College
Tulsa Public Schools
The Project

Action plan for addressing one or more implementation barriers

Implementation barriers could have addressed specific elements of the framework or provide an overall strategy for RPOS implementation

Describe how the action plan developed during the Institute will be communicated with your partners (secondary, technology center, postsecondary), used as a “blueprint” for RPOS design and used to build capacity for RPOS implementation.
What RPOS Could Look Like at Your School

Choctaw High School
Caddo-Kiowa Technology Center
OSU Institute of Technology
“Be Our Guest at CHS”

Kecia Ferguson
Choctaw High School
RPOS Connection

Guidance, Counseling and Academic Advisement, Teaching and Learning Strategies,
Choctaw High School

1,430 students & 83 teachers
9th grade – 12th grade with a Freshmen Center
Suburban community
Bedroom community
Limited Business Partners in the City of Choctaw
Easy access to Tinker Air Force and OKC Metro Business Partners
Eastern Oklahoma Technology Center (EOC)
Rose State College (Ticket to Rose)
Project Goal

CHS will enhance and improve all Career Academy curriculums including Program of Study materials, partner participation, curriculum presentations, and resources/materials availability.
What does a Career Academy look like?

Teachers as Advisors program based on students’ career interests
15 - 20 students per teacher
Seven Career Academies & the Freshmen Academy
Meet approximately 2 times a month
Curriculum may focus on a variety of topics throughout the year including character building, academics, colleges, career focused, current issues or concerns, enrollment, and guest speakers
Each Career Academy has a lead teacher
CHS Career Academies

Business
Military Studies
Natural Science
Human Services
Health & Medical
Engineering & Technology
Fine Arts & Communication
Freshmen Academy
Problems with Consistency

Not all teachers bring the same enthusiasm for the program to the table
Training new teachers
Difficulty in getting guest speakers
Guest speakers not showing up on Speaker Days
When you get a great guest speaker, you may not always be able to get them back
Curriculum needs to be tweaked occasionally
Curriculum or guest speakers could be relevant to courses
Our Plan

Focuses on the Partnership Program of Study Component
Create web-based resources that can be used by Career Academy Teachers
Video tape our guest speakers and upload the videos to the CHS website aligned to the specific Career Academy
Create links to all curriculum resources used by teachers on the Career Academy WebPages
Upgrade the current Plan of Study to include a 4 year College Plan of Study for various degrees
Standard Questions for All Speakers:
Who are you?
What is your job/career? How long have you been in this career?
Where are you currently employed?
What education/certification do you have?
Guest Speaker Videos Interview Questions

Optional Questions for the Speaker to Choose to Answer:

What classes or types of classes would you suggest for someone to take who is interested in your field?
What is your favorite thing about your job?
What degree is required for someone in your field?
Is your job a starting position? If not, how would one work their way into it?
In your career field, what is the expected salary for someone in an entry-level position?
What inspired you toward this career?
What skills are needed?
How does this affect family life?
What is the future outlook for this career? How will technology play a role in its outlook?
What is the work environment like?
How would having a social network affect your job?
Current Status

We have video taped some of our speakers this year.

We are working with the District Webpage person on getting the videos on the Career Academy pages.

Academy Deans have been given some training on how to upload the curriculum on the WebPages.

Career Academy Deans will meet this summer to complete the uploading of all curriculum.
CKTC Visual Design for Program of Study

Polly Bredy
Caddo Kiowa Technology Center
RPOS Connection

Partnerships

The Program of Study Core Team is working with the Washita Valley Regional Partnership Director to Establish Business Education Councils (Spring 2013).

Actions to be completed:

– Develop a memorandum of understanding with each Business Partner who will serve on Business Education Councils
– Work with Business Partners to understand workforce development needs and develop clearly defined goals
– Work with all partners to ensure program meets relevant rigor in the CT content areas
### Transportation & Logistics

**Student Name ___________________________**

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
<td></td>
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<tr>
<td>Algebra I</td>
<td>Geometry or Algebra II</td>
<td>Algebra II or Geometry</td>
<td><strong>Elective or Math Elective</strong></td>
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<td>Geography or World History</td>
<td>US History or American History</td>
<td><strong>Elective or Science Elective</strong></td>
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<td>Biology II or Chemistry or Lab Science</td>
<td><strong>Elective or Social Studies Elective</strong></td>
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<td>Elective or Caddo Kiowa Tech</td>
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<td>Elective or Caddo Kiowa Tech</td>
<td>Elective or Caddo Kiowa Tech</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective or Caddo Kiowa Tech</td>
<td>Elective or Caddo Kiowa Tech</td>
<td></td>
</tr>
</tbody>
</table>

*Students who are planning to attend college are required to take one Art/Music/Speech. Common Core students must take two arts.**

**Students should plan to complete either 2 courses in a Foreign Language or Computer Technology to meet college/OK Promise requirements. (Computer Technology may be taken at the Tech Center)**

***To meet college entrance requirements, students are required to take an additional English, math, science, social studies, computer science, or foreign language.***

**NOTE:** For NCAA requirements go to [www.ncaa.org](http://www.ncaa.org)

### Recommended Career Cluster Electives

#### High School Electives
- Agriculture Education
- Physical Education
- Speech

#### Caddo Kiowa Technology Center
- **Non-Structural Repair**
- Detailing Specialist
- Automotive Chassis Technician
- Medium/Heavy Diesel Preventative Maintenance Technician

### Post-Secondary

#### Technology Center (1-2 Year Program)
- Combination Collision Repair Technician
- Automotive General Service Technician
- Automotive Maintenance & Light Repair Technician
- Automotive Service Technician
- Medium/Heavy Diesel Service Technician

#### Community College 2 Year Associate Degree
- OSU-IT Automotive Collision Repair Technology
- OSU-IT Automotive Service Technology
- OSU-IT Diesel & Heavy Equipment Technology

#### College/University 4 – Year Bachelor Degree/Advanced Degree
- Business

### Transition Plan
- Employment
- Tech Center
- Certifications/Licensure
- 2-4 Year College
- Military

This program of study should serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet each student’s educational and career goals.

### Career Opportunities With/Without Additional Education/Training

<table>
<thead>
<tr>
<th>Auto Body Sheet Metal Repair</th>
<th>Auto Maintenance Technician</th>
<th>Auto Paint Refinishing Technician</th>
<th>Automotive Detailer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glass Installer</td>
<td>Auto Body Crew</td>
<td>Track Mechanic</td>
<td>Estimator</td>
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<tr>
<td>Mechanic</td>
<td>Master Mechanic Gas/Diesel</td>
<td>Specialty Technician</td>
<td>Inventory Control Clerk</td>
</tr>
<tr>
<td>Parts Manager</td>
<td>Business Owners/ Dealership/Body</td>
<td>Transmission Specialist</td>
<td>Repair Shop Manager</td>
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<tr>
<td>Truck/Automotive</td>
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<td></td>
<td>Truck/Automotive</td>
</tr>
</tbody>
</table>

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Professional Development

Things we do well

– Developed Focus Teams to provide guidance in all areas of school improvement
  • Professional Development Focus Team truly drives professional development decisions based on data collected from a variety of sources
    – Teacher Survey
    – Character First/21st Century Skills
    – Technology Centers That Work (TCTW)
    – Teacher Leader Effectiveness

– Action Steps
  • Develop a system to include secondary and post secondary input into programs
Accountability & Evaluation System

Action Plan:

– Data Focus Team for continuous school improvement
– Development of a Data System (Silverback Learning Solutions) that will collect key information in regards to the Ten Essential Elements

Other Evaluation Tools

– McREL
– Teacher Leader Effectiveness
– TCTW Student & Teacher Surveys
– Perception Surveys

Follow Up Reports
College & Career Readiness Standards

Redlands Community College... 74 Hours Available
OSU Institute of Tech... 170 Hours Available
Southwestern University 70 Hours Available

Total Enrollment Fall of 2012

– 139 Students
– 1243 College Credit Hours
Course Sequence

Career Plans to be used with partner schools
  – Partner School Liaison

Individual Career Plans
  – Career Major
  – College Credit Available
  – Required Competency/National/Industry Certification
Guidance Counseling & Academic Advisement

Partner School Liaison
- Explore
- Plan
- End of Instruction Remediation

Academic Integration Teacher
- Advanced Academics
- Remediation
- Plato
- Work Keys
- OKCIS

Recruitment Director
- Enrollment
- Orientation
- Scholarships
Teaching & Learning Strategies

Southern Education Board
   – Technology Centers That Work (TCTW)
Character First
MAX Teaching
ACT Preparation
Focus Team: Quality Instruction & Curriculum
Mentor Teachers
Survey Teachers About Professional Development Needs
Technical Skill Assessment

National/Industry Certification
  – ASE
  – CDA
  – Licensures
  – State Board Certification

Competency Certificates

Career Readiness Certificates (Work Keys)
Evaluating College Readiness in Oklahoma’s Cooperative Alliance Students

Jody Craig
OSU Institute of Technology
RPOS Connection

Partnerships, Accountability and Evaluation Systems, College and Career Readiness Standards, Course Sequence, Credit Transfer Agreements, Technical Skills Assessments
Background

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 current Cooperative Alliance agreements.

OSUIT currently has Cooperative Alliance agreements with over 50 technology center campuses.
Background

Approximately 10-15% of OSUIT students enter college with previous Cooperative Alliance credit.

Many foundation courses for OSUIT’s degree programs are offered at Oklahoma’s CareerTech centers through Cooperative Alliance agreements.
Background

Students who enter AAS degree programs at OSUIT with previous Cooperative Alliance credit are enrolled in 2\textsuperscript{nd} or 3\textsuperscript{rd} 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 current cooperative alliance agreements and to determine if students are prepared to enter rigorous degree programs at OSUIT.
Methodology

We will follow the progress of student cohorts who entered the following OSUIT AAS degree programs in Fall 2008 and Fall 2009:

- Culinary Arts
- Engineering Technologies – Electrical/Electronics Specialization
- Engineering Technologies – Engineering Graphics & Design/Drafting Specialization
- Engineering Technologies – Manufacturing Technology Specialization
- Information Technologies
Methodology

Students sampled will include former Cooperative Alliance (CAP) 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.
Methodology

Student performance will be tracked from initial enrollment in OSUIT program through graduation (or exit date if student does not complete degree).

Data will be analyzed to determine if there is a significant relationship between student performance in OSUIT technical coursework and previous CAP credit in the program area.
Methodology

Data

- Student Major
- CareerTech Center Attended (if applicable)
- Remediation Required (Reading, English, Math, or Technical)
- Total Number of CAP Credit Hours
- CAP GPA
- Total Number of Non-CAP Technical Hours
- Non-CAP Technical GPA
- Final Cumulative Graduate/Retention GPA
- Persistence to Graduation
Significance

If research shows that former Cooperative Alliance students perform at an equivalent or higher level in OSUIT’s technical courses when compared to those students who take their prerequisites at OSUIT, it will justify maintaining and/or expanding agreements in these program areas.
However, if research shows that former Cooperative Alliance students do not perform at an equivalent level in OSUIT’s technical courses when compared to those students who take their prerequisites at OSUIT, it will serve as an indicator that these agreements may need to be revised.
Summary of Initial Findings

How are our Cooperative Alliance students doing?
Evaluating the RPOS Framework

[Diagram showing the RPOS Framework with various components such as Legislation and Policies, Secondary Level, Postsecondary Level, Partnerships, Professional Development, and Accountability and Evaluation Systems.]
LEGISLATION AND POLICIES

Janet Cooper
Carl Perkins, State Coordinator
PARTNERSHIPS

Kelly Arrington
Career and Academic Connections, Manager
PROFESSIONAL DEVELOPMENT

Twila Green
High Schools That Work
ACCOUNTABILITY & EVALUATION SYSTEMS

Janet Cooper
Carl Perkins, State Coordinator
COLLEGE & CAREER READINESS STANDARDS

Jeremy Zweiacker
State Programs of Study Coordinator
What RPOS Could Look Like at Your School

Claremore High School
Meridian Technology Center
Redlands Community College
Zebra Advisement Program

Fielding Elseman
Claremore High School
RPOS Connection

Partnerships, College and Career Readiness Standards, Course Sequence, Guidance Counseling and Academic Advisement
Zebra Advisement Program

Purpose – Enhance students’ awareness of educational and career opportunities and to assist students in making meaningful and informed choices regarding their preparation for the future. This will be accomplished through consistent individualized guidance and joint student/parent/teacher comprehensive planning.

Claremore’s advisement program is the oldest in the state.
Zebra Advisement Program

Each student is assigned a ZAP advisor in the ninth grade and continues working with them until they graduate.

Students meet with their ZAP advisors at least once a month to receive information about Clubs and Activities, resumes, Career Exploration, Career Tech and Post secondary information, grade reports, test results, etc... This culminates each year with a 20 minute enrollment appointment for all students and their parents in early April.

Over the last 14 years we have averaged a 95% participation rate of parents/guardians at ZAP enrollment time. It has become a tradition.
Career Plans of Study

Claremore High School
Career Plan of Study – Health Science

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
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<tbody>
<tr>
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Advisor ____________________________

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<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
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<tbody>
<tr>
<td></td>
<td>English I</td>
<td>Math</td>
<td>English III</td>
<td>Math</td>
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<tr>
<td></td>
<td>Math</td>
<td>Physical Science</td>
<td>US History II</td>
<td>*Math</td>
</tr>
<tr>
<td></td>
<td>US History I</td>
<td>*Science</td>
<td>*Fine Arts</td>
<td>*Science</td>
</tr>
<tr>
<td>EPA</td>
<td>Health Science</td>
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</table>

*These graduation requirements may have been completed in 9th or 10th grade.

College Prep/Work Ready Grad Plan Requirements = 1.0 Fine Art + 2.0 World Languages or 2.0 Computer Technology Units.

Career Cluster Electives:
- Claremore High School Electives:
  - Pre AP Biology I, AP Biology II, Anatomy & Physiology, Botany/Zoology,

- Northeast Technology Center Electives:
  - Health Careers Certification
    - Veterinary Assistant
    - Physical Therapy Aide
    - Radiology Aide
    - Chiropractic Assistant
    - Certified Nurse Aide
    - Occupational Therapy Aide

<table>
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<tr>
<th>Post-Secondary</th>
<th>Technology Center</th>
<th>Community College</th>
<th>College/University</th>
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<td>1-2 Year Program</td>
<td>2-Year Associate Degree</td>
<td>4-Year Bachelor Degree</td>
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<td>Practical Nursing</td>
<td>Dental Hygienist</td>
<td>Dentist</td>
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<tr>
<td>Health Careers Certification</td>
<td>Occupational Therapy Assisting</td>
<td>Nursing</td>
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<tr>
<td>Nursing Options (Pre-LPN)</td>
<td>Orthotic Prosthetics Technician</td>
<td>Medical Technologist</td>
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<tr>
<td>Veterinarian Assistant</td>
<td>Physical Therapy Assistant</td>
<td>Doctor of Osteopathic Medicine</td>
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<tr>
<td>Physical Therapy Aid</td>
<td>Radiology Technician</td>
<td>Pharmacist</td>
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<tr>
<td>Pharmacy Technician (National Certified)</td>
<td>Respiratory Care</td>
<td>Physical Therapist</td>
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<tr>
<td>Phlebotomy Technician (National Certified)</td>
<td>Biotechnology</td>
<td>Physician</td>
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<tr>
<td>Certified Nurse Aide</td>
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<td>Veterinarian Science</td>
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</table>

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path.

Courses listed within this plan are only recommended coursework and should be individualized to meet each student’s educational and career goals.
Problem

All students 9-12 were receiving the same information.
Teachers not attending training or being prepared.

Parent complaints of students not receiving pertinent information.

Teacher complaints of missing class time

Teachers dealing with students having different needs.

Solutions

Created different activities for each grade level.

Involvement of administrators at training and as substitutes. Hand out a list of duties of advisor.

Grade level parent meetings during a P/T conference and before the ZAP enrollment for questions and answers. RSU and NTC have tables.

Created a ZAP schedule in which every class meets.

Pilot for next year: Create ZAP groups by STAR test ranking
Sample ZAP Day

January ZAP
Seniors – Handout – “Interview questions for jobs/scholarships”, letter to the incoming freshmen, Who’s Who, and take all of ZAP folder contents home.
Juniors – Handout – “Further Education and Training” and “Factors to Consider When Choosing A College”. ½ go to computer labs to create an OKCIS account and the other ½ take a Career Survey, “Bobilator”
Sophomores – Guest speaker, Resource Officer Robin Blair, showed film about bullying and held a group discussion.
Freshmen – Began planning a four year course study.
ZAP Advisor Duties

• ZAP Advisors will attend all training that is required.
• ZAP Advisors will prepare for each ZAP session so that students can receive full benefit of the session.
• ZAP Advisors will build a relationship with the 15-20 students with which they have been entrusted.
• ZAP Advisors will make every effort to attend the days that we hold monthly ZAP meetings in which important information is given to our students. (Usually on Wednesday)
• ZAP advisors will recognize the importance of the 3 meetings in January, February, and March leading up to the ZAP enrollment sessions.
ZAP Advisor Duties

• The ZAP enrollment sessions are typically on a Thursday evening and a Friday morning in late March or early April. THESE ARE MANDATORY.

• ZAP advisors will be responsible for the following duties:
  • Float Duty during homecoming week - **All** advisors will sign up with their corresponding grade.
  • Winter Ball – **Sophomore** advisors will sign up for duty.
  • Prom – **Junior** advisors will sign up for duty.
  • Graduation – **Senior** advisors will sign up for duty.

• Advisors may trade duties, but they need to inform Robin Davis and Todd Steidley.

• ZAP Advisors will contact the counselors as soon as they know they will be missing a ZAP meeting so a substitute may be found.
<table>
<thead>
<tr>
<th>Time</th>
<th>1st Lunch</th>
<th>2nd Lunch</th>
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<tr>
<td>10:05 – 11:30</td>
<td>2nd Period</td>
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<td>11:30 – 12:05</td>
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<td>12:10 – 1:25</td>
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<td>Lunch</td>
<td>Lunch</td>
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<td>1:30 – 2:15</td>
<td>ZAP</td>
<td>3rd Period</td>
<td>ZAP</td>
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<td>2:20 – 3:40</td>
<td>4th Period</td>
<td>4th Period</td>
<td>4th Period</td>
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</table>
Technical Skills Assessments

DeAnna Little
David Shelton
Meridian Technology Center
RPOS Connection

Project Goals

Create Awareness of the Oklahoma A-F Report Card

Create Awareness of Industry Credentials Types by Program

Create Awareness of Post-Secondary Cooperative Alliance Articulation Enrollments
Communication Plan

Faculty Meeting to Address:

- A-F Report Card Overview
- CTE’s Role in the A-F Report Card
- Industry Credential List (Types 1-6)
- Potential issues if program does not meet A-F criteria
CTE Options for ACE and Graduation Requirements

- A-F Report Card & Transcripting
  - CTE and A-F Report Card Guidelines
  - CTE and A-F Report Card Guidelines with Calculations
  - Industry Certifications Assessment List
  - CTE and A-F Report Card Powerpoint
- Credit Chart for Career and Technology Education Classes for OKPromise (OHLAP) Credit
- Checklist for Oklahoma CTE Math/Science Courses and Computer Technology Courses
- EOI Alternative Tests and Corresponding Practice Tests
- EOI Alternative Test and Cut Scores
- Oklahoma CTE Guidelines for Academics
- CTE Testing Guidelines
- Approved Assessment Request
Communication Plan

Faculty Meeting to Address:

- A-F Report Card Overview
- CTE’s Role in the A-F Report Card
- Industry Credential List (Types 1-6)
- Potential issues if program does not meet A-F criteria
Instructor’s Task

**Program meets Type 1-2 Industry Credential**

Update Course Syllabi and Documents with Testing Information for each Industry Credential offered

(Include Cost, Testing Location, Test Prep Materials)

**Results**

Strive for all student’s to obtain the Type 1-2 Credentials and Track Progress on Follow-Up Report
### Instructor’s Task

<table>
<thead>
<tr>
<th>Program DOES NOT meet Type 1-2 Industry Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with Business and Education Council members to determine which Credentials are most valued in Industry and would count on the Type list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Align curriculum to meet Type 1-2 Credentials or</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit a request to ODCTE to have a specific test added to the list</td>
</tr>
<tr>
<td>Due by April 1</td>
</tr>
</tbody>
</table>

Potential Questions

How do student’s pay for the exams?

Need for school policy on paying for exams?

EOI exams are state developed, why do ODCTE exams not count?

How can we get state ODCTE tests endorsed by industry?
Resources

List of approved assessments
www.okcttc.com

Career and Academic Connections
www.okcareertech.org/cac
Child Development AAS and Certificate of Mastery

Dr. Laura Gruntmeir
Redlands Community College
RPOS Connection

Partnerships, College and Career Readiness Standards, Course Sequence, Credit Transfer Agreements, Guidance, Counseling and Academic Advisement
# CHILD DEVELOPMENT
## Associate in Applied Science

### General Requirements:
- Total Hours: 64
- Minimum GPA: 2.0

### Program Description:
The Associate in Applied Science in Child Development consists of curriculum to prepare child development professionals. The program prepares students for a job in child development centers or in an educational setting for young children.

### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Area</th>
<th>Min. Hours</th>
<th>Courses</th>
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</thead>
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<tr>
<td>Communications</td>
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<td>ENGL 1113 English Composition I</td>
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<tr>
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<td>ENGL 2033 Technical Writing and Reporting</td>
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<td>HIST 1493 U.S. History, 1877 to Present</td>
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### TECHNICAL-OCCUPATIONAL SPECIALTY COURSES

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<td>Child Development</td>
<td>31</td>
<td>CD 2101 Portfolio Development in Early Childhood Education</td>
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<td>CD 2053 Child Growth and Development</td>
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<td>CD 2063 Behavior and Guidance of Young Children</td>
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<td>CD 2023 Nutrition, Health and Safety for Children</td>
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<tr>
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<tr>
<td></td>
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<td>CD 2103 Education and Services for Children with Special Needs</td>
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<td>CD 2173 Cognitive Skills for Children</td>
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<td>CD 2203 Early Childhood Education Program Planning and Evaluation</td>
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<tr>
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<td>CD 2223 Professionalism in Early Childhood Education</td>
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</tbody>
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### SUPPORT AND RELATED COURSES

- 12 hours
CHILD DEVELOPMENT
Certificate of Mastery

General Requirements: Total Hours: 18 • Minimum GPA: 2.0

Program Description: The Certificate of Mastery in Child Development allows students to obtain specialized training that can lead to the educational requirements for a CDA credential or to fulfill the requirements for the Department of Human Services professional development. Certificate completers are able to meet the specific needs of children and work with parents and other adults to nurture children’s physical, social, emotional and intellectual growth in a child development framework. All Child Development courses for this certificate must be taken at Redlands Community College.

SPECIALIZED PROGRAM REQUIREMENTS

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<td>CD 2183 Language and Social Skills for Children</td>
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## THE TECHNOLOGY CENTER CONNECTION

*Enrollment in these courses must be approved by Arlie Schroder, Cooperative Programs Coordinator 405-422-1287*

### CADDO KIOWA TECHNOLOGY CENTER - FT. COBB

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</table>
Limitations

Curriculum tends to be mandated from the Regents and Dept. of Human Services

Professional development is unique- Most attend a great deal in their full time professions

Students tend to be online or place bound

Most students are employed in child care settings

Most students are included in the Scholars program which is not friendly to the AAS
Strengths

The articulation is strong and has been for many years.
The articulation is well documented.
Funding is strong but somewhat complex.
Students are employed in child care settings.
The players work well together.
Areas for Improvement

Need to track students in the field for salary and career paths
Investigate a School Age Certificate
Professional Development of Faculty should be tracked
Need to seal the potential grads who have completed hours but not graduated
More students need to take advantage of college credit
Potential with Alternative Education students?
Evaluating the RPOS Framework
Kelly Arrington
Career and Academic Connections, Manager
CREDIT TRANSFER AGREEMENTS

Jeremy Zweiacker
State Programs of Study Coordinator
GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Kelly Arrington
Career and Academic Connections, Manager
TEACHING AND LEARNING STRATEGIES

Twila Green
High Schools That Work
TECHNICAL SKILLS ASSESSMENTS

Kelly Arrington
Career and Academic Connections, Manager
What RPOS Could Look Like at Your School

Tulsa Public Schools
Mid-America Technology Center
Tulsa Community College
Professional Development through TLE

Taylor Hill-Taylor
Tulsa Public Schools
RPOS Connection

Legislation and Policies, Professional Development
Teacher and Leader Effectiveness

TPS TLE...

was “home grown”, tested and revised by Oklahoma’s best... Oklahoma Teachers. is research-based and externally validated. measures what matters.
Professional Development

will be assigned to teachers as needed based on observations and evaluations
will be individualized for each teacher based on needs
will be required for any teacher scoring a 1 or 2 on an evaluation as a personal development plan will be issued
will be required for any teacher that does not have 70% of students passing competency tests (next year will be 80 and then 90% the following year)
Data Collection

Mike Eubank
Mid-America Technology Center
RPOS Connection

Partnerships, Professional Development, Accountability and Evaluation Systems, Course Sequence, Guidance, Counseling and Academic Advisement, Teaching and Learning Strategies, Technical Skills Assessments
Implementation Barriers

Communication with “sending schools”
  – Professional development
  – Data collection

Data
  – Accountability
  – Efficiency

Sequence
  – Adapt
  – Improve
Implementation Barriers

Advisement
- History
- Future

Teaching/Learning
- Team approach
- Hoops

Skills Assessments
- “approved list”
- A-F Report Cards
The Project

Utilize existing and emerging technology to enhance the process by collecting accurate and timely data relating to course work, assessments and guidance/counseling plans.
Student Accounting Software

PowerSchool

- Graduation Requirements
  - EOI
  - PLAN
  - ACT

- Career Major
  - Course sequence
  - Certifications /Licenses

- Post Secondary
  - Alliance hours
  - Options at MATC
  - Other options...

- Tests available*

---

Plan of Study

Eubank, McKenna

Grade: 12

High School Courses Required for Graduation

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<td>Math</td>
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<td>Social Studies</td>
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<td>Science</td>
<td>1 Unit</td>
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<tr>
<td>Foreign Language/Computer Technology</td>
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MATC Career Major Courses Required for Completion

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<td>Education and Training</td>
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<td>Counseling and Related Services</td>
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</table>

Post Secondary

- Cooperative Alliance—Up to 3 hours from Oklahoma City Community College

- MATC career majors that complement current major—
  - Nursing
  - Licensed Practical Nurse

- One year of DBA access to investigate the related

- Occupational Therapist
  - Physical Therapist

Additional Resources—Occupational Therapy Department www.oste.org

Test Options

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Options</th>
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<tbody>
<tr>
<td>Writing</td>
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Transition Plan

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<th>Action</th>
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<td>2</td>
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Plan of Action

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<td>Math Remediation</td>
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<td>3</td>
<td>EOC Testing</td>
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</tbody>
</table>

Education

- Career Counseling
  - Job Search Assistance
  - Interest Inventory
  - Soft Skills Inventory
  - Resume
  - Cover Letter
  - Financial Aid

---

Reviewed

1st year 2nd year

Student Signature

November 12, 2012
What it doesn’t tell us...Yet

Existing data from our sending schools
- Course work from 9th and 10th grade
- Explore (8th) and Plan (10th) test data

Existing data from our school
- Advanced standing credit
- Short term - A. T. & D.
- “Returning students”
- Real time course grades and hours

Existing data regarding “recognized endorsements”
Existing data regarding “degree plans”
Baby steps

- PowerSchool “sharing”
  - Grades
  - Attendance
- E transcripts
- SEAS
- Cooperative Alliance grades and credit
## Baby steps

PowerSchool “sharing”
E-Transcripts

Baby steps
Baby steps

E-Transcripts

This is an automatic reminder to notify you that there are submitted transcripts which have not yet been downloaded.

To retrieve them, simply go to the Xap Control Center site at http://control.xap.com

Currently, you have the following submitted transcripts(s) that have not been downloaded within the configured reminder period:

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You received this email because you have been designated as the contact for the download reminder. You may configure your reminder interval and other information on the Control Center site.

If you have questions on how to retrieve the transcripts(s) or need assistance logging on, please feel free to contact me by e-mail at jlu@xap.com or by telephone at (424) 750-3916 x.

Your Client Services Manager,

Justin Lu
Baby steps

E-Transcripts

This is an automatic reminder to let you know that your transcripts or degree plans have not yet been downloaded.

To access them, simply go to the XAP Portal.

Currently, you have the following subscriptions:

- Transcripts
  - MID AMERICA: Tech College
  - North Carolina State University

You received this email because you subscribed to the Control Center. It is important to note that this email contains important information about your account.

If you have questions or need help logging in, please feel free to contact us at (244) 250-3916.

Your Client Services Manager

Justin Lu

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Baby steps
Baby steps

OK SEAS
### Campus/Teacher Reassignment

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Baby steps

Cooperative Alliance reporting

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When it fails

1. List from ODCTE email “approved endorsements”*
2. Cross walk to our existing “competency tests” **
3. Teachers asked to submit results on “new” list
4. List cleaned up by grade, and school
5. List faxed to school, a couple of times...
6. Data entered into A-F reporting for school
7. Schools compare list to existing AP list
8. X High School records 6 students out of 48 possible and receives an F
### The Wave-Early Warning Indicators

#### Student At-Risk Summary

** NOTE:**
- This screen **ONLY** displays students that meet the criteria for AT-RISK for this school year.
- Valid risk indicators have a **T** in front and are highlighted in **red**.
- Assessment Legend is: Unsatisfactory (1), Limited Knowledge (2), Proficient (3), Advanced (4).
- Click on a student's name to proceed onto the Student Details page.
- Please click here to submit feedback or comments.

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<th>Grade</th>
<th>District/School</th>
<th># of Credits</th>
<th>GPA</th>
<th>Attendance</th>
<th>Core Courses</th>
<th>Other Courses</th>
<th># of Credits</th>
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<th>Mobility</th>
<th>Assentance</th>
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*Back to Main*
### Other steps...

**The Wave-Early Warning Indicators**

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<thead>
<tr>
<th>Column</th>
<th>Description</th>
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<tbody>
<tr>
<td>Student Name</td>
<td>Displays the name of only the students At-Risk.</td>
</tr>
<tr>
<td>Grade</td>
<td>The students’ current grade level.</td>
</tr>
<tr>
<td>District/School</td>
<td>The students’ District/School Code.</td>
</tr>
<tr>
<td>Scheduled Grad. Year</td>
<td>The students’ scheduled graduation year based on their initial enrollment in public education or IEP. The student may be indicated at-risk if their age is two years greater than normal for their current grade.</td>
</tr>
<tr>
<td>Attendance</td>
<td>The aggregate count of absences for the specified timeframe. The student may be indicated at-risk if they were absent the first 20 days of the school year, or they missed 10% or more for the specified timeframe.</td>
</tr>
<tr>
<td>Core Courses</td>
<td>The number of D’s and F’s received by the student in Math and Reading for the specified timeframe. The student may be indicated at-risk if they received one or more D or F in these core courses.</td>
</tr>
<tr>
<td>Other Courses</td>
<td>The number of D’s and F’s received by the student in all other courses excluding Math or Reading for the specified timeframe. The student may be indicated at-risk if they received two or more D or F in these courses.</td>
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<tr>
<td># of Credits</td>
<td>The aggregate count of credits the student has successfully completed since their 7th grade year. This field may be blank if they have not yet completed 7th grade. The student may be indicated at-risk if their count is less than or equal to 5.</td>
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<tr>
<td>GPA</td>
<td>The students’ Grade Point Average as supplied by the school. The student may be indicated at-risk if their GPA is below 2.5.</td>
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<td>Disciplinary</td>
<td>The cumulative number of in-school and out of school suspensions for the specified timeframe. The student may be indicated at-risk if they have received one or more out of school suspensions or three or more in-school suspensions.</td>
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<tr>
<td>Mobility</td>
<td>The number of times a student has changed schools during the specified timeframe. The student may be indicated at-risk if their count is greater than 4.</td>
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<tr>
<td>Assessment</td>
<td>The number of assessments the student has scored lower than proficient. The student may be indicated at-risk if they have received one or more assessment scores of lower than proficient.</td>
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Other steps...

**Student Detailed Report**

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“...working on a better connection between common schools and technology centers. Currently developing a 3rd Party Partner Tool that will allow a flip switch to turn on access to data based on enrollment into 8000-9000 OCAS codes”

John Kraman,
Executive Director, Student Information
-Oklahoma Department of Education
Mike Autry
Beth Shumate
Tulsa Community College
RPOS Connection

Teaching and Learning Strategies, Professional Development, College and Career Readiness Standards, Credit Transfer Agreements
Overall Initiative, Related to OK POSI

Replicate, Modify and Implement Career Pathways in Partnership with Many OK Institutions
Teaching and Learning Strategies

Teach-the-Teacher Workshops

– Several NIH and NSF grants have enabled TCC Biotech Faculty to do “teach-the-teacher” workshops.

– Develop and implement MORE internships and practicums in technical fields of study. Research cited on the next slide shows proven positive student outcomes.
Credit Transfer Agreements

Ex.: Trade Adjustment Assistance and Community College and Career Training grant through DOL

- Targets Manufacturing, Aviation, and/or Transportation & Logistics industries
- Stackable and latticed credentials
- Multiple entry/exit points
College and Career Readiness Standards

TCC Individual TAACCCT Award


– Combination = Increased student retention, Decreased time to completion, Increased job placement rates
Professional Development

Ex. TAACCCT: Council for Adult Experiential Learning (CAEL)

– Grant provides professional development opportunities for faculty to learn how to prepare and properly execute Prior Learning Assessment portfolios on students.

– Due to this effort, also looking into expanding the institution’s “course catalog/warehouse” so PLA credits may be recognized.

“Research is Teaching”

– TCC created an undergraduate research strategic plan for the College.
Outcomes Measurement

Time will be the most common tool of measurement used:

– Were career pathways built?
– Did students who earned PLA credits graduate “on time” or early compared to their peers?
– Are students gainfully employed upon graduation?
– Grants (especially federal grants) capture much of this kind of student outcome data.
Where do we go from here?
Thank You for Attending
Please Drive Safely

Oklahoma Programs of Study Summit
“Moving from POS to RPOS in Oklahoma”

career tech