

Perkins LEA Survey Data Results

“Moving Oklahoma from Programs of Study to Rigorous Programs of Study”

*career***tech**

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Summary

In Oklahoma, more than 80,000 students, nearly half of all students, are enrolled in career and technology education. These students must be prepared to participate in a 21st-century economy that is fast-paced, technology-driven, knowledge-based and global. The future of these students, and the future of career and technical education, lies within the development of Rigorous Programs of Study and the connection of academic and technical coursework to the world of work.

Several key national organizations support the call for RPOS implementation. The National Association of State Directors of Career Technical Education Consortium, the National Research Center for Career and Technical Education, the Southern Regional Education and Harvard University have all issued reports and briefings calling for the development and implementation of RPOS.

In Oklahoma, precursors of Rigorous Programs of Study include School-to-Work, Tech Prep, the movement of the CareerTech System from program-based delivery to Career Clusters, the implementation of career academies like Project Lead the Way's Pre-Engineering and Biomedical academies in the STEM Cluster and dual/concurrent enrollment available through the Cooperative Alliance Program.

Components of the Program of Study are found throughout Oklahoma's Career Clusters and Career Pathways. Programs of Study align with federal and state educational initiatives, including the college and career agenda, Common Core Standards and Complete College America.

Oklahoma participated in the first National Programs of Study Institute with three other states/territories. Building upon the lessons learned, the Oklahoma Programs of Study Institute was developed and included nine participants from secondary education, technology centers and postsecondary education. These participants conducted the Oklahoma Programs of Study Summit, which drew more than 140 educators from across Oklahoma.

The Perkins LEA survey was the next step in implementing RPOS in Oklahoma. All superintendents/presidents, Perkins grant managers and Perkins finance managers received invitations with directions for survey completion.

The Perkins Collaborative Resource Network, in cooperation with several national organizations, designed the Programs of Study Framework. This framework was the basis for the Programs of Study: Local Implementation Readiness and Capacity Self Assessment tool developed by the Office of Vocational and Adult Education in the U.S. Department of Education. The tool served as the basis for the Oklahoma RPOS survey.

Oklahoma's efforts to date were recognized by the National Association of Career Pathways Leadership with the 2013 Innovation in Career Pathways National Award and have been featured as an NACPL Best Practice.

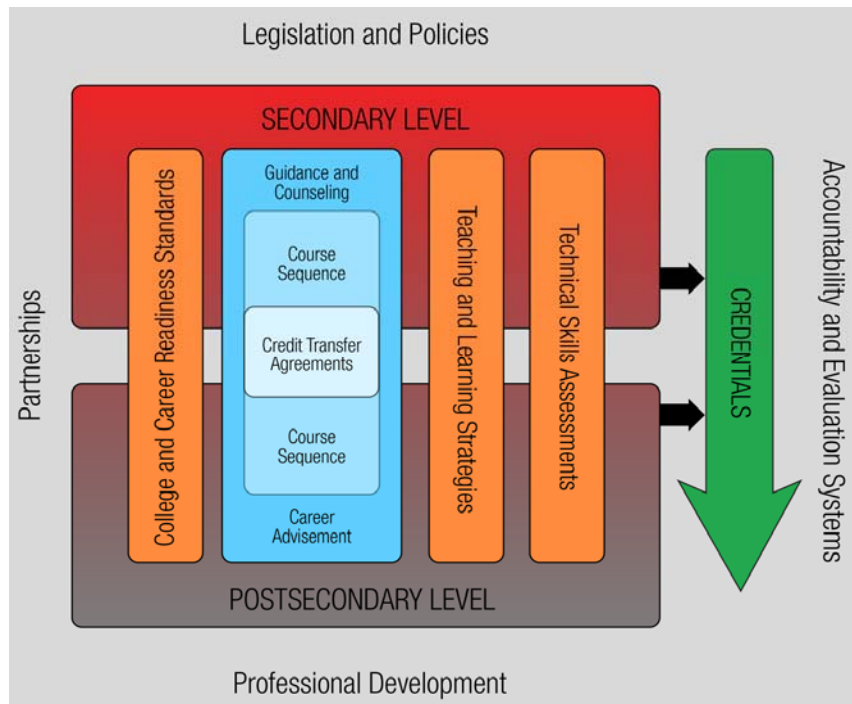
Framework Status Responses

Framework	Current Status	Importance
Legislation and Policies	In Progress	Important
Partnerships	In Progress	Important
Professional Development	In Progress	Important
Accountability and Evaluation Systems	In Progress	Important
College and Career Readiness Standards	In Progress	Important
Course Sequence	In Progress	Important
Credit Transfer Agreements	In Progress	Important
Guidance Counseling and Academic Advisement	Operational	Important
Teaching and Learning Strategies	In Progress	Important
Technical Skills Assessments	In Progress	Important

Program of Study Illustration



Rigorous Programs of Study Framework Illustration

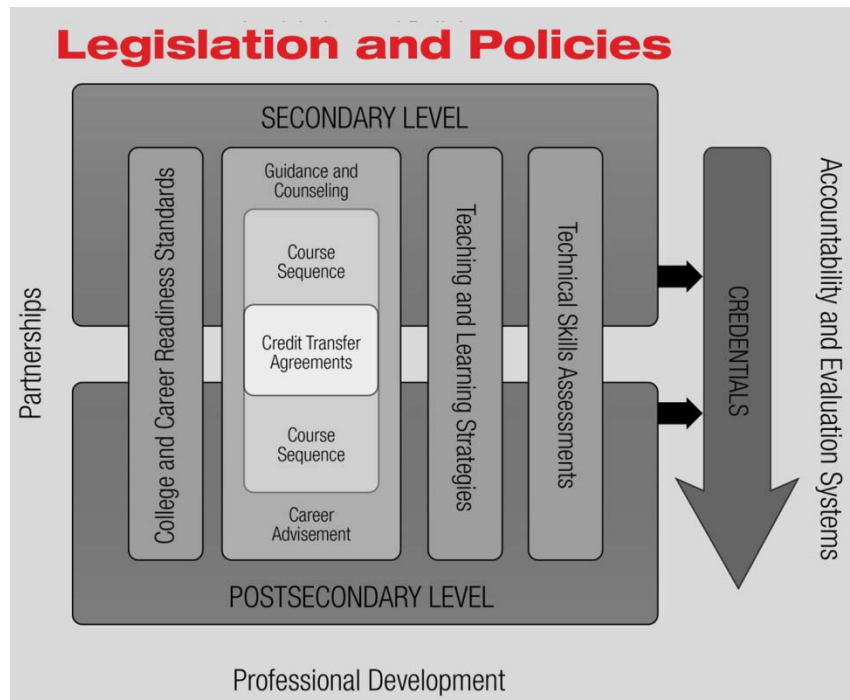


LEGISLATION AND POLICIES

Federal, state, and local legislation or administrative policies promote POS development and implementation.

Effective legislation and policies should:

- Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.
- Establish formal procedures for the design, implementation, and continuous improvement of POS.
- Ensure opportunities for any secondary student to participate in a POS.
- Require secondary students to develop an individual graduation or career plan.
- Provide resources for long term sustainability of POS.



Survey Data

Provide resources for long term sustainability of POS. State plans lay out provision for funding initial development of RPOS including formation of advisory teams and analysis of demand.

Current Status		Importance	
None	17	Low	12
<i>In Progress</i>	<i>71</i>	<i>Important</i>	<i>73</i>
Operational	31	Critical	36

Instructors of both academic and technical courses have access to both relevant professional development and paid release time to collaborate on curriculum integration.

Current Status		Importance	
None	10	Low	6
In Progress	42	<i>Important</i>	<i>66</i>
<i>Operational</i>	<i>69</i>	Critical	50

Advisory committees consisting of secondary, postsecondary, business and instructor representatives convene regularly to assess quality and need for current POS.

Current Status		Importance	
None	17	Low	8
In Progress	52	<i>Important</i>	<i>85</i>
<i>Operational</i>	<i>53</i>	Critical	29

States have statewide graduation requirements and policies that support the creating of individual graduation plans. All students have access to information regarding career planning POS courses.

Current Status		Importance	
None	5	Low	3
In Progress	31	<i>Important</i>	<i>72</i>
<i>Operational</i>	<i>86</i>	Critical	47

Overall Status Summary

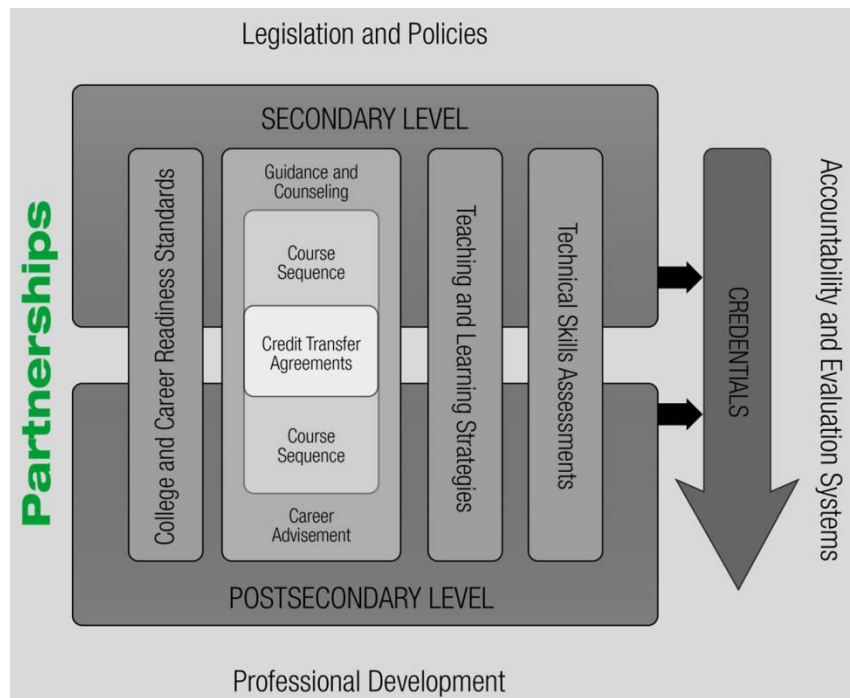
Current Status		Importance	
None	6	Low	5
<i>In Progress</i>	<i>73</i>	<i>Important</i>	<i>89</i>
Operational	41	Critical	25

PARTNERSHIPS

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

Collaborative partnerships should:

- Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.
- Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.
- Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.



Survey Data

The Partnership operates through a memorandum of understanding that describes the roles and responsibilities of each member of the partnership.

Current Status		Importance	
None	23	Low	12
<i>In Progress</i>	49	<i>Important</i>	87
Operational	41	Critical	12

The Partnership-balanced with a variety of stakeholders and persons who can influence policy decisions that affect the program of study- meets regularly to consider actions requiring input from program stakeholders and employers.

Current Status		Importance	
None	19	Low	9
<i>In Progress</i>	59	<i>Important</i>	87
Operational	33	Critical	14

The partnership hears progress reports, makes recommendations and receives administrative feedback on actions taken on prior recommendations addressing the following; economic and workforce development needs, funding, RPOS content standards, assessments documenting student attainment of technical skills, student college and career transitions, and the availability of the dual or concurrent credit opportunities.

Current Status		Importance	
None	19	Low	10
<i>In Progress</i>	60	<i>Important</i>	77
Operational	32	Critical	22

The partnership takes ownership of the program of study and works with educational leadership to ensure a relevant, high-level of implementation at the local level.

Current Status		Importance	
None	17	Low	6
<i>In Progress</i>	62	<i>Important</i>	86
Operational	32	Critical	17

The partnership advocates for leaner access, monitors content rigor, and ensures quality of RPOS and the related articulation agreements between educational partners.

Current Status		Importance	
None	18	Low	6
<i>In Progress</i>	<i>58</i>	<i>Important</i>	<i>85</i>
Operational	35	Critical	18

The partnership committee uses the national career cluster advisory committee resources or state resources.

Current Status		Importance	
None	18	Low	15
<i>In Progress</i>	<i>50</i>	<i>Important</i>	<i>78</i>
Operational	40	Critical	14

Overall Status Summary- After considering each of the implementation characteristics, please rank; 1) your current status of POS Partnerships implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements.

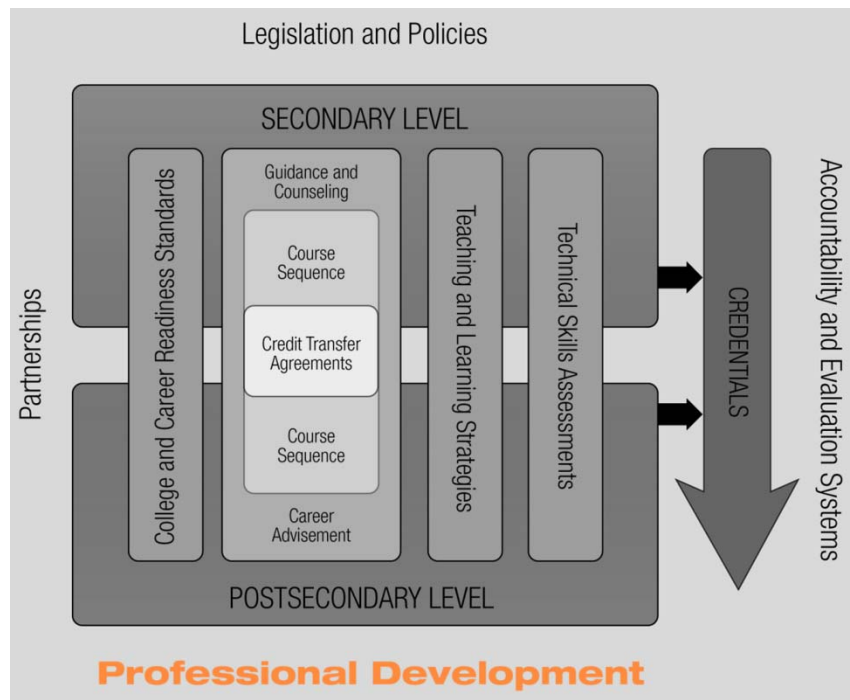
Current Status		Importance	
None	11	Low	6
<i>In Progress</i>	<i>68</i>	<i>Important</i>	<i>86</i>
Operational	28	Critical	15

PROFESSIONAL DEVELOPMENT

Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.

Effective professional development should:

- Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies (see #9 below).



Survey Data

State has process in place whereby instructors are an integral part of RPOS development and planning.

Current Status		Importance	
None	12	Low	10
In Progress	50	Important	68
Operational	50	Critical	33

Professional development opportunities are high quality, sustained, intensive, and focuses on instruction.

Current Status		Importance	
None	7	Low	8
In Progress	38	Important	60
Operational	66	Critical	42

Technical and academic instructors have regular compensated opportunities to jointly develop and implement curriculum. Secondary instructors are aware of postsecondary entrance requirements and use entrance exams/criteria to develop secondary curricula.

Current Status		Importance	
None	14	Low	5
In Progress	50	Important	73
Operational	48	Critical	33

High quality professional development is offered on contextual teaching strategies including project and work-based learning. Instructors receive consistent mentoring and coaching opportunities to follow up on PD.

Current Status		Importance	
None	10	Low	6
In Progress	52	Important	69
Operational	47	Critical	35

Overall Status Summary

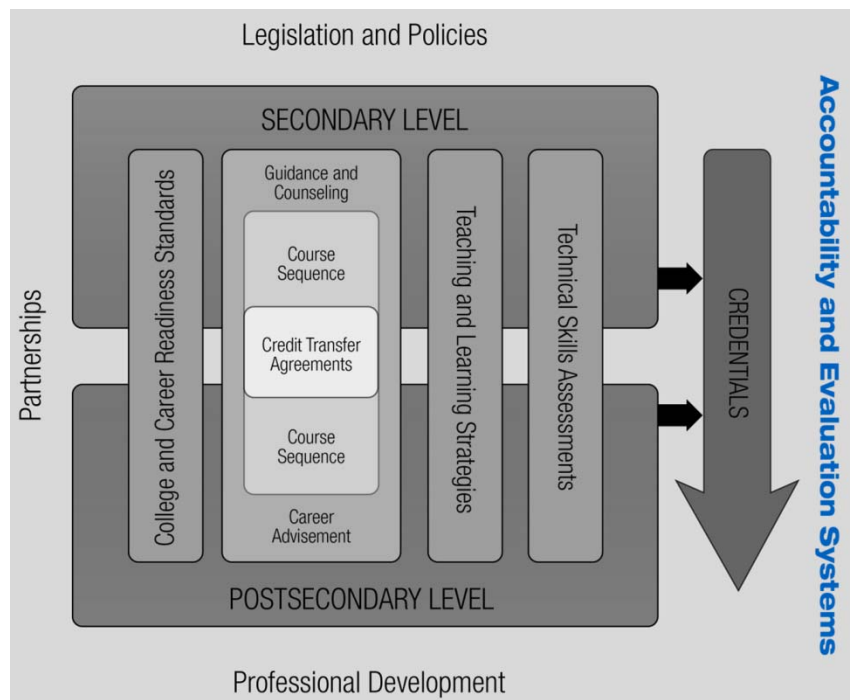
Current Status		Importance	
None	5	Low	5
<i>In Progress</i>	<i>59</i>	<i>Important</i>	<i>72</i>
Operational	44	Critical	30

ACCOUNTABILITY AND EVALUATIONS

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.

Well-designed accountability and evaluation systems should:

- Include the “10 Essential Elements of A State Longitudinal Data System” identified by the Data Quality Campaign which include (1) statewide student identifier; (2) student-level enrollment data; (3) student-level test data; (4) information on untested students; (5) statewide teacher identifier with a teacher-student match; (6) student-level course completion (transcript) data; (7) student-level SAT, ACT, and Advanced Placement exam data; (8) student-level graduation and dropout data; (9) ability to match student-level P-12 and higher education data; and (10) a state data audit system.
- Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records).
- Yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation.
- Provide timely data to evaluate and improve the effectiveness of POS.



Survey Data

Program data is regularly used and evaluated for planning, development, implementation, and improvement.

Current Status		Importance	
None	3	Low	5
In Progress	57	Important	64
Operational	47	Critical	37

The program has procedures and process in place to ensure collection of valid and reliable longitudinal data.

Current Status		Importance	
None	8	Low	6
In Progress	55	Important	74
Operational	44	Critical	27

Performance data is used to monitor the college and career readiness of students incorporating longitudinal data systems elements across educational levels and into employment.

Current Status		Importance	
None	13	Low	6
In Progress	59	Important	78
Operational	35	Critical	24

Program data is disaggregated to analyze the performance of sub-groups.

Current Status		Importance	
None	25	Low	15
In Progress	52	Important	75
Operational	30	Critical	17

Program data is shared with faculty and analyzed for program and classroom improvement.

Current Status		Importance	
None	12	Low	6
In Progress	49	Important	67
Operational	45	Critical	34

The program fosters a culture of continuous improvement.

Current Status		Importance	
None	4	Low	3
In Progress	44	Important	63
Operational	59	Critical	41

Overall Status Summary

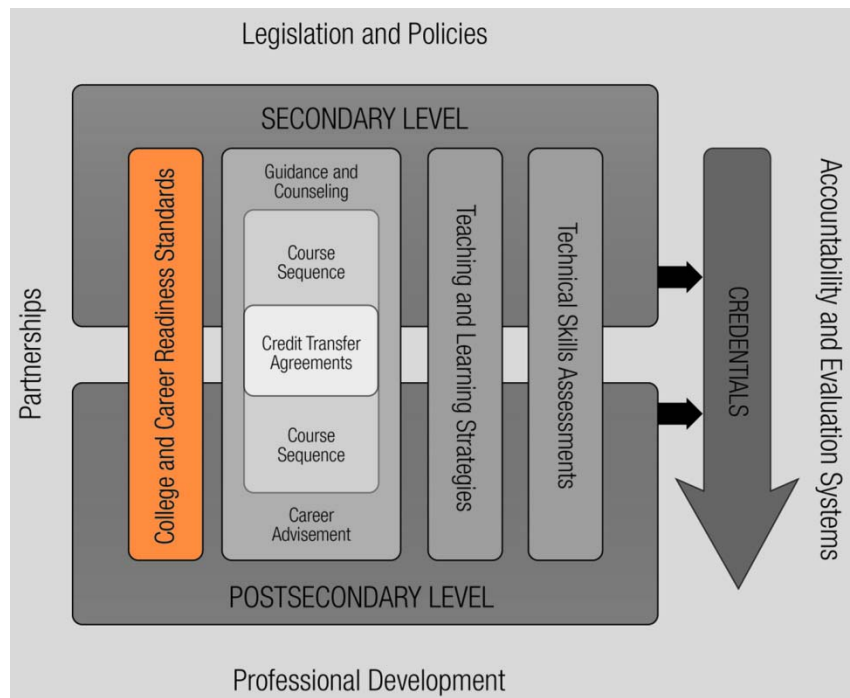
Current Status		Importance	
None	6	Low	2
<i>In Progress</i>	<i>59</i>	<i>Important</i>	<i>76</i>
Operational	41	Critical	28

COLLEGE AND CAREER READINESS

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.

Rigorous college and career readiness standards should:

- Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.
- Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or POS.
- Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.
- Incorporate industry-recognized technical standards that are valued in the workplace.
- To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.



Survey Data

The program of study is fully aligned with state academic standards for reading, mathematics, and science.

Current Status		Importance	
None	2	Low	5
In Progress	45	<i>Important</i>	58
<i>Operational</i>	63	Critical	47

The program of study is aligned with employer and postsecondary standards and CTE students complete a challenging core curriculum.

Current Status		Importance	
None	5	Low	6
In Progress	43	<i>Important</i>	63
<i>Operational</i>	61	Critical	40

The program of study is aligned with current technical content standards validating through the national career cluster knowledge and skills statements, or other third-party review, and students complete a sequenced CTE curriculum

Current Status		Importance	
None	1	Low	6
In Progress	40	<i>Important</i>	54
<i>Operational</i>	67	Critical	48

Overall Status Summary

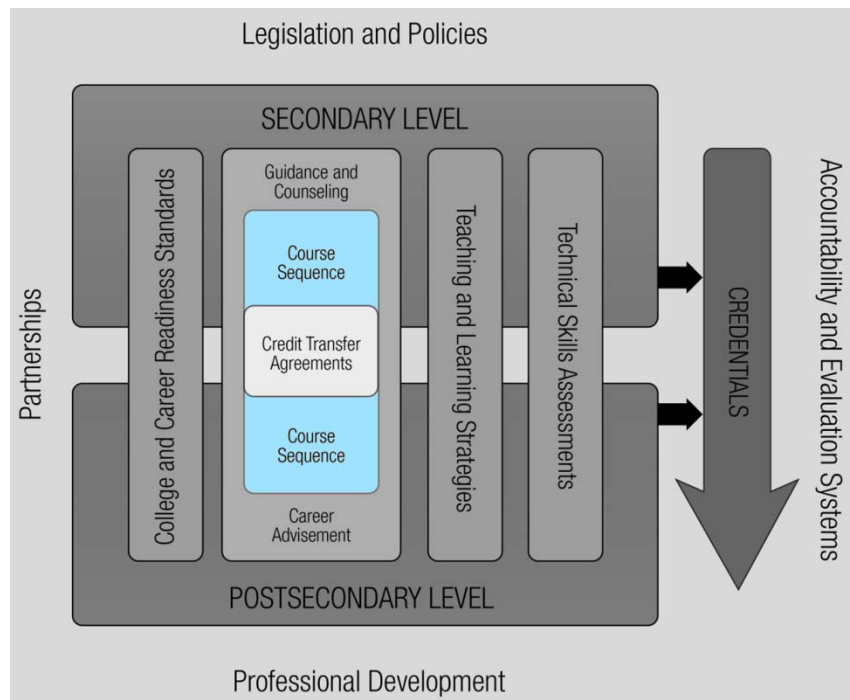
Current Status		Importance	
None	0	Low	5
<i>In Progress</i>	57	<i>Important</i>	67
Operational	51	Critical	36

COURSE SEQUENCE

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.

Well-developed course sequences should:

- Map out the recommended academic and career and technical courses in each POS.
- Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS.
- Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS.
- Offer opportunities for students to earn postsecondary credit for coursework taken during high school.



Survey Data

The program of study is fully aligned with state academic standards for reading, mathematics, and science.

Current Status		Importance	
None	3	Low	0
In Progress	45	<i>Important</i>	58
<i>Operational</i>	62	Critical	46

Courses are articulated to build depth of knowledge and skills without duplication and fully integrate opportunities for students to earn college credit.

Current Status		Importance	
None	10	Low	10
In Progress	47	<i>Important</i>	68
<i>Operational</i>	53	Critical	32

CTE Courses in the program of study start broad in secondary and lead to specialization through the educational process.

Current Status		Importance	
None	13	Low	10
In Progress	44	<i>Important</i>	60
<i>Operational</i>	51	Critical	38

CTE Courses in the program of study start broad in secondary and lead to specialization through the educational process.

Current Status		Importance	
None	2	Low	7
In Progress	47	<i>Important</i>	75
<i>Operational</i>	59	Critical	26

Overall Status Summary

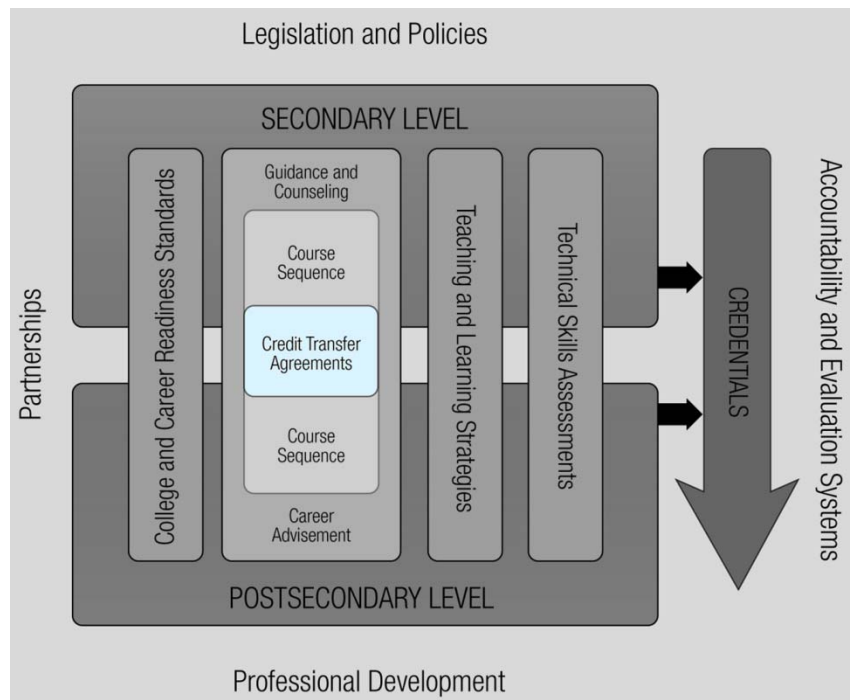
Current Status		Importance	
None	3	Low	8
<i>In Progress</i>	62	<i>Important</i>	71
<i>Operational</i>	44	Critical	30

CREDIT TRANSFER AGREEMENT

Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

Well-development agreements:

- Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.
- College credit should be automatically transcribed at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.
- Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.



Survey Data

The program of study is supported by articulation/agency agreements with postsecondary institutions statewide.

Current Status		Importance	
None	22	Low	19
In Progress	38	<i>Important</i>	63
<i>Operational</i>	49	Critical	27

Agreements are viewed as essential for non-duplication of courses.

Current Status		Importance	
None	24	Low	20
In Progress	40	<i>Important</i>	61
<i>Operational</i>	45	Critical	28

A process for extra help for enrollment in concurrent or dual credit courses addresses the required technical skills and college placement standards in reading, writing, and mathematics.

Current Status		Importance	
None	14	Low	11
In Progress	40	<i>Important</i>	69
<i>Operational</i>	54	Critical	28

Criteria are established for awarding postsecondary credit and credit earned is immediately added to the high school and postsecondary transcripts.

Current Status		Importance	
None	11	Low	12
In Progress	32	<i>Important</i>	73
<i>Operational</i>	66	Critical	24

Articulation/dual enrollment agreements have established the same requirements for faculty, course syllabi and end-of-course exams whether taught to high school or college students.

Current Status		Importance	
None	17	Low	12
In Progress	41	<i>Important</i>	75
<i>Operational</i>	51	Critical	22

Articulation/dual enrollment agreements are reviewed annually.

Current Status		Importance	
None	20	Low	16
In Progress	32	<i>Important</i>	66
<i>Operational</i>	55	Critical	24

There is no differentiation in assessment at the secondary or postsecondary level.

Current Status		Importance	
None	26	Low	20
In Progress	41	Important	67
Operational	38	Critical	18

Overall State Summary

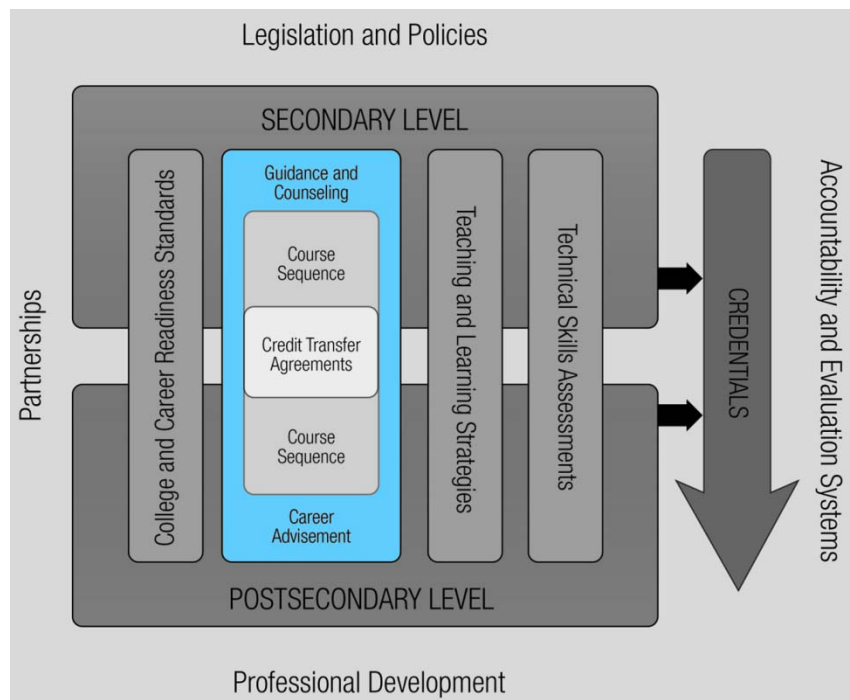
Current Status		Importance	
None	13	Low	11
<i>In Progress</i>	49	<i>Important</i>	71
Operational	45	Critical	25

GUIDANCE, COUNSELING AND ACADEMIC ADVISING

Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.

Comprehensive guidance counseling and academic advisement systems:

- Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines.
- Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making.
- Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.
- Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.
- Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.



Survey Data

Comprehensive guidance counseling and academic systems commences in middle school and continues through placement in post-secondary enrollment. - Current Status

Current Status		Importance	
None	3	Low	7
In Progress	37	<i>Important</i>	57
<i>Operational</i>	71	Critical	47

Guidance counseling and academic advisement system and tools are statewide and portable. - Current Status

Current Status		Importance	
None	5	Low	5
In Progress	45	<i>Important</i>	72
<i>Operational</i>	61	Critical	34

Guidance system provides to career planning tools are statewide and information regarding RPOS available in that state.

Current Status		Importance	
None	5	Low	4
In Progress	50	<i>Important</i>	79
<i>Operational</i>	55	Critical	26

Guidance systems includes initial and regular opportunities to plan and assess student progress in a course sequence that meets the prerequisites for enrollment in postsecondary as well a academic requirements for the state graduation.

Current Status		Importance	
None	3	Low	4
In Progress	36	<i>Important</i>	62
<i>Operational</i>	72	Critical	45

Guidance system includes participation by guidance professionals, parents, and academic and career instructors. - Current Status

Current Status		Importance	
None	3	Low	5
In Progress	43	<i>Important</i>	73
<i>Operational</i>	65	Critical	33

Guidance staff receives professional development on career and academic advising. - Current Status

Current Status		Importance	
None	4	Low	5
In Progress	36	<i>Important</i>	61
<i>Operational</i>	70	Critical	43

Guidance system includes portfolio development encompassing career and technical courses work, academic, and work based learning opportunities. - Current Status

Current Status		Importance	
None	15	Low	13
In Progress	45	<i>Important</i>	72
<i>Operational</i>	51	Critical	26

Overall Status Summary

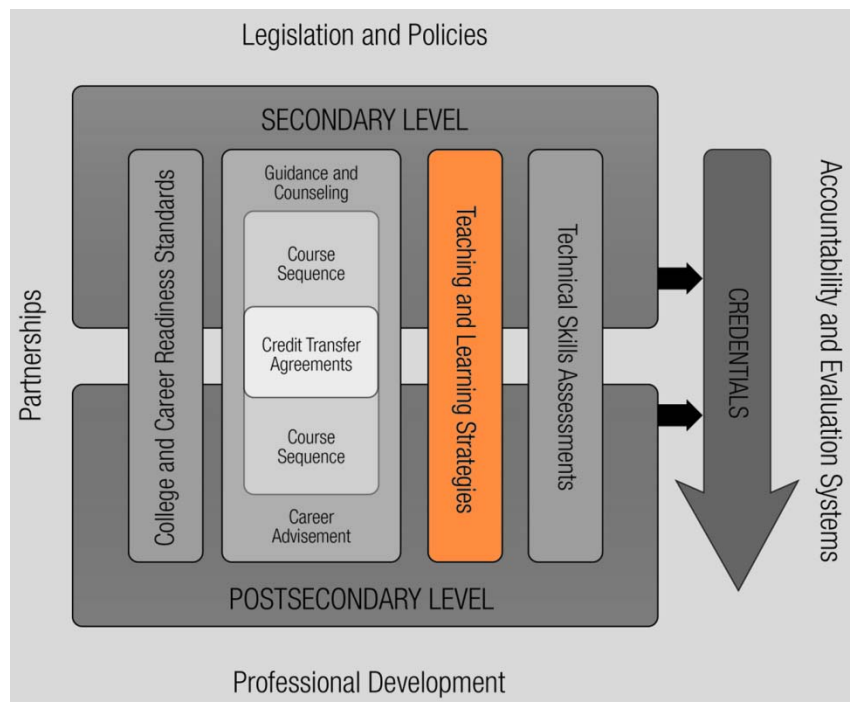
Current Status		Importance	
None	3	Low	4
In Progress	31	<i>Important</i>	69
<i>Operational</i>	57	Critical	36

TEACHING AND LEARNING STRATEGIES

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.

Effective teaching and learning strategies should:

- Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.
- Employ contextualized work-based, project-based, and problem-based learning approaches.
- Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.



Survey Data

Students receive academic and technical instruction in integrated, non-sequential ways.

Current Status		Importance	
None	2	Low	4
In Progress	51	<i>Important</i>	69
<i>Operational</i>	53	Critical	33

Instructors use problem-solving and project-based instruction to teach integrated coursework. Students have opportunities to delve deeply into material and create solutions and projects that reflect their gained skills and knowledge, while working as a team.

Current Status		Importance	
None	0	Low	3
In Progress	40	<i>Important</i>	58
<i>Operational</i>	67	Critical	46

RPOS coursework is created by a team of academic and technical secondary and postsecondary instructors. Coursework is challenging and meets the standards of academic requirements at the state level.

Current Status		Importance	
None	9	Low	8
<i>In Progress</i>	50	<i>Important</i>	68
Operational	46	Critical	30

Instructors are supported to design integrated coursework by administrative staff and with appropriate resources.

Current Status		Importance	
None	6	Low	5
In Progress	47	<i>Important</i>	68
<i>Operational</i>	52	Critical	33

Overall Status Summary

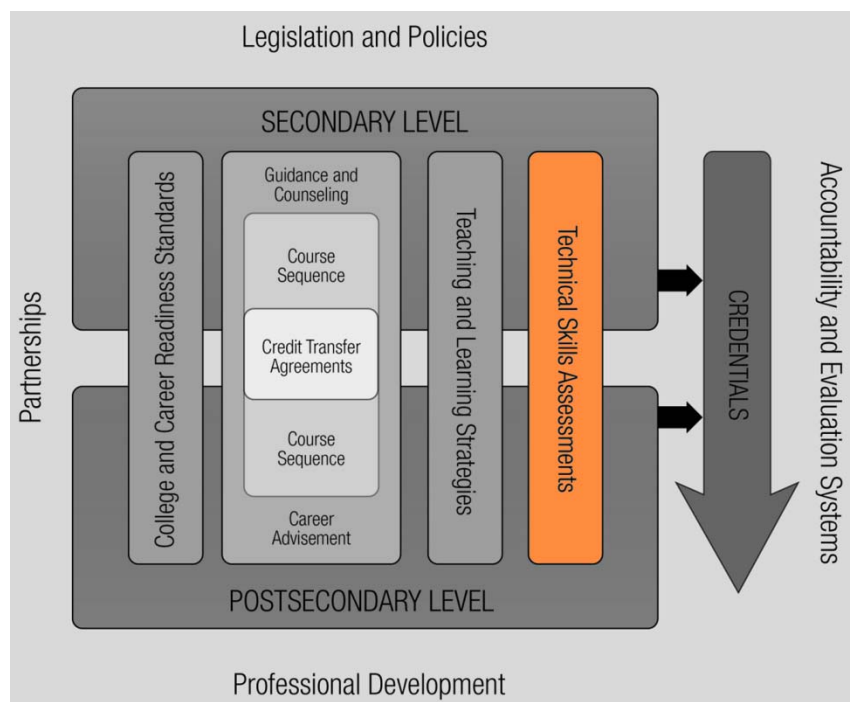
Current Status		Importance	
None	3	Low	4
<i>In Progress</i>	57	<i>Important</i>	68
Operational	45	Critical	32

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.

Well-developed technical skills assessments:

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.
- Employ State-developed and/or approved assessments, particularly where industry-approved assessments do not exist.
- Result in the awarding of secondary credit, postsecondary credit, or a special designation on a student's high school diploma.
- Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.



Survey Data

Local program of study implementation select formalized technical skill assessments from a state approved assessment list.

Current Status		Importance	
None	10	Low	9
In Progress	45	<i>Important</i>	75
<i>Operational</i>	50	Critical	21

All assessments identified for use are industry-validated and aligned to standards.

Current Status		Importance	
None	9	Low	6
<i>In Progress</i>	52	<i>Important</i>	68
Operational	43	Critical	30

Technical skill assessments used have been selected for state approval and local use following a set of assessments criteria including technical analysis for validity and reliability.

Current Status		Importance	
None	8	Low	6
<i>In Progress</i>	49	<i>Important</i>	75
Operational	48	Critical	24

All assessments have an assessment blueprint available for use by the teacher.

Current Status		Importance	
None	16	Low	7
<i>In Progress</i>	49	<i>Important</i>	73
Operational	38	Critical	24

Student performance results are reported to the classroom teacher for: -Instructional improvement, - Awarding of postsecondary credit as part of an articulation agreement, - Awarding of an industry-recognized credential or certificate.

Current Status		Importance	
None	11	Low	3
<i>In Progress</i>	47	<i>Important</i>	78
<i>Operational</i>	47	Critical	24

Overall Status Summary

Current Status		Importance	
None	6	Low	4
<i>In Progress</i>	<i>54</i>	<i>Important</i>	<i>79</i>
Operational	43	Critical	21