



U.S. Department of Education
Office of Career, Technical, and Adult Education
Division of Academic and Technical Education

ARIZONA

RPOS Project Directors' Meeting

September 8, 2014

OCTAE

Top 3 Project Accomplishments

- Developed a model for ALL CTE Programs to transition from Tech-Prep to RPOS.
 - <http://www.azed.gov/career-technical-education/programs-of-study/>
 - State consortia developed around state requirements for community colleges and member school districts to establish and implement targeted POS.
- Established partnerships for ECE through First Things First that has statewide implications for most ECE programs.
 - <http://www.azfff.gov/Pages/default.aspx>
 - Partnership supports direct links with post-secondary degree programs in ECE.
- Created recognition with post-secondary partnerships with ECE Credit by Exam (prior learning)
 - Other post-secondary institutions creating similar options.

POS Guidance for Others

- Framework policies are critical to accommodate staff transitions and sound policies have to be in place.
- To be able to showcase quantifiable outcomes, states need a robust data collection system and a well-defined data methodology.
- Strong partnerships, particularly with post-secondary partners and guidance and counseling.

The Difference

Instructor(s) Perspective:

Effective Programs of Study rest on the shoulders of instructors in the classrooms—academic and technical, secondary and postsecondary. As the field of integrated curriculum is relatively new to many members of both fields, it is essential that instructors receive high quality PD to assist them.

- Creating coursework that genuinely integrates both academic and technical material and fulfills secondary graduation requirements at the state level (horizontal alignment).
- PD should be delivered in several modalities that include classroom based coaching and projects with colleagues.
- Additionally, instructors at both secondary and postsecondary levels need opportunities to meet and both design and understand an aligned, vertical sequence of coursework.

All of these things were made possible through the RPOS Grant Project and have positively affected the students and staff experiences and if it weren't for this grant none of these things would be taking place.