

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<a href="#"><u>Achieving College Education (ACE)</u></a>	Yes	ACE is a partnership program between community college, university, and the school district. ACE students are high school juniors and seniors concurrently taking college courses while still attending regular high school. It provides a “two + two + two” transfer program.	Yes	<ul style="list-style-type: none"> <li>• At-risk students</li> <li>• Low-income students</li> </ul>	Yes	State funding; Students attending full-time are eligible to apply for TAP (Tuition Assistance Program).
<a href="#"><u>Advanced Placement (AP)</u></a>	Yes	Part of the Western Consortium for Accelerated Learning Opportunities (WCALO) initiative for increased access	Yes	Low-income students	Yes	Federal funding through partnership with WCALO
<b>Bridge Programs</b>	Yes	Numerous bridge programs are offered at major universities such as University of Arizona, Northern Arizona University and Arizona State University.	Yes	<ul style="list-style-type: none"> <li>• Latino(a) students</li> <li>• Native American students</li> </ul>	No	
<b>Career Academies</b>	Yes	A school within a school where the academic and technical content are integrated. Students stay together as a cohort beginning in either 9 <sup>th</sup> or 10 <sup>th</sup> grade.	Yes	<ul style="list-style-type: none"> <li>• Low-achieving students</li> <li>• Low-income students</li> </ul>	No	Academies are generally guided by an industry-based board with members representing the career fields for which the students are being prepared.
<a href="#"><u>Charter Schools</u></a>	Yes	Exist as alternative educational experiences	Yes	<ul style="list-style-type: none"> <li>• Low-achieving students</li> </ul>	Yes	State legislature and funding; Stimulus to provide financial support to charter school applicants and charter schools for start-up costs and costs associated with renovating or remodeling existing buildings and structures
<b>College Level Exam Program (CLEP)</b>	Yes	Specific universities define rules regulating the acceptance of CLEP credits.	Yes	<ul style="list-style-type: none"> <li>• Immigrant students</li> <li>• Low-achieving students</li> </ul>	No	

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<u>Distance Learning/ Virtual School</u>	Yes	<ul style="list-style-type: none"> <li>In fledgling form with the help of Northern Arizona University</li> <li>Virtual Charter Schools</li> </ul>	Yes	Rural students	Yes	State legislature approved by the State Board of Education
<b>Dual Credit/ Dual Enrollment</b>	Yes	Students take courses at specific community colleges for credit. The state legislature is investigating the issue of double dipping in both high schools and colleges.	Yes	Low-income students	Yes	State legislation and funding
<b>Early or Middle College High Schools</b>	No		No		No	
<u>GEAR UP</u>	Yes	Local programs connected with the colleges in the state that make students aware of the college process	Yes	<ul style="list-style-type: none"> <li>ESL students</li> <li>Low-income students</li> <li>Racial and ethnic minority students</li> </ul>	Yes	Federal funding
<u>GED in College Settings</u>	Yes	GED courses are offered at certain local colleges.	Yes	At-risk students	Yes	State funding
<b>International Baccalaureate (IB)</b>	Yes	6 high schools participating	Yes	Racial and ethnic minority students	No	
<b>Joint Technical Education Districts (JTED)</b>	Yes	Involve CTE programs on college campuses; may involve college level work	Yes	<ul style="list-style-type: none"> <li>Latino(a) students</li> <li>Native Americans students</li> <li>Rural students</li> </ul>	Yes	Funding through a mix of local, county, state, and federal funding
<u>QUEST Programs</u>	Yes	Provides both financial and academic assistance to low-income students striving to enter college	Yes	Low-income students	Yes	Combination of state sponsorship and private foundations
<b>Small Schools</b>	Yes	Exist as alternative educational experiences	Yes	Rural students	Yes	State funding; small school service program funding and small rural school achievement grant

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<u>Tech Prep</u>	Yes	The state has adopted 6 career pathways to assist students in preparing for both their academic and work futures.	Yes	<ul style="list-style-type: none"> <li>• Latino(a) students</li> <li>• Low-income students</li> <li>• Native American students</li> <li>• Non-traditional students by gender</li> <li>• Special population students</li> <li>• Students with disabilities</li> </ul>	Yes	Federal Perkins funding
<u>TRIO</u>	Yes	Support low-income students in entering and graduating from college	Yes	Low-income students	Yes	Federal funding

**Summary of academic pathways:**

Among the existing academic pathways, Arizona’s primary emphasis has been on Tech Prep and career development. In addition to the Tech Prep program, the state has created Joint Technical Education Districts to strengthen the connection to the college setting. Arizona has a high dropout rate (around 50%) and a low college attendance rate (around 25%). As a result, the state is interested in constructing new pathways such as charter schools, career academies, and High Schools That Work. The Achieving College Education (ACE) program seeks to seamlessly transition students from high school to the community college to a four-year institution. Both the GEAR UP and TRIO programs attempt to connect local communities to the surrounding colleges.

**Interesting or unique models identified by state officials:**

- ACE programs
- Bridge programs
- High Schools That Work (HSTW)
- Joint Technical Education Districts

**Observations by state officials about special efforts to reach underserved students:**

Most academic pathways make a special attempt to reach various traditionally underserved student populations, with Tech Prep serving the most. The state attempts to include low-income, non-traditional, low-achieving, ESL, rural, urban, and socially disadvantaged students through at least one pathway program. Low-income students are targeted by a majority of the programs. The state also utilizes programs such as GEAR UP, TRIO, and Quest to reach low-income students.

**Observations by state officials about state support for pathways:**

The state’s support of these programs comes through funding. One respondent identified a need for state initiatives to create cohesive pathways that bring major stakeholders together and provide incentives for participation within the pathways.



## ARIZONA

## State Profile

### Lessons learned by state officials:

- Educational programs and curriculum should be directed towards emerging job sectors.
- Ideally, any plan will have a financial piece and incentives for higher education.
- The state needs initiatives that include critical elements such as relationships between institutions, rigorous curriculum, state support, mentoring, family engagement, and educational planning.

### Programs recommended by state officials:

No program was identified by state officials.

### State official's contact information:

<u>Name</u>	<u>Title</u>	<u>Agency</u>	<u>E-mail</u>	<u>Phone</u>
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(Prepared by Christopher Evans/ Updated December, 2004/ \*State official was forwarded this state profile for review.)