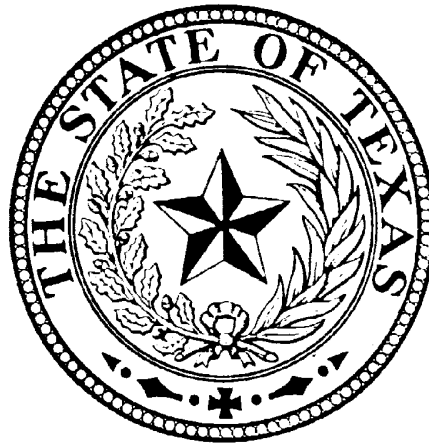


*Guidelines for Instructional Programs
in Workforce Education*

PART TWO

**Tech-Prep Implementation
Grant Administration and Program Development**



Texas Higher Education Coordinating Board
Community and Technical Colleges Division
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Guidelines for Instructional Programs in Workforce Education

PART TWO

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A. Legislation

1. General Highlights

In Texas, Tech-Prep education is regulated by two legislative documents: Title II of the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Texas Education Code as amended by HB 2401, passed in 1999. Further clarification of Tech-Prep issues may be found in the Rules of the Texas Higher Education Coordinating Board. All three of these documents are included in these *Guidelines*. Readers are encouraged to familiarize themselves with the law and rules. Additionally, the *Guidelines* provide comments and clarification to assist in Tech-Prep program implementation.

The federal Carl D. Perkins Vocational and Applied Technology Education Act, (hereafter referred to as “the Act”) was renamed and re-authorized as the Carl D. Perkins Vocational and Technical Education Act in October 1998. Title II of the Act re-authorized funding for the development and implementation of Tech-Prep programs through the year 2003. The 1998 law places special emphasis on both accountability and increased flexibility for states. The Act established new state-negotiated accountability procedures, which must be addressed in the State Consolidated Plan. In addition, it eliminated many set-asides historically found in the Perkins Act. The Act also emphasizes the use of technology in vocational-technical education and makes a commitment to professional development. Like the previous Perkins Act, the Act provides a separate authorization and funding stream for Tech-Prep. House Bill 2401 amends the Texas Education Code to mirror wording in the federal code and places Tech-Prep Educational Programs into the state code as viable alternatives for students to attain high school, postsecondary, and career goals. The state law also provides some additional clarification in areas where the federal Act is silent.

2. Accountability

Accountability requirements for Texas Tech-Prep programs affect several levels of administration, including the state as a whole, individual institutions, and Tech-Prep Consortia.

a. State Accountability

The Texas Education Agency (TEA), as the agency eligible to administer the federal program, must establish state performance measures consisting of core indicators of performance that, at a minimum, must include measures of:

- \$ student attainment of challenging state-established academic and vocational/technical skill proficiencies;
- \$ student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;

- \$ placement in, retention in, and completion of, postsecondary education or advanced training; placement in military service; or placement or retention in employment;
- \$ student participation in and completion of vocational and technical education programs that lead to non-traditional training and employment.

As part of the *Texas Consolidated State Plan*, the TEA has determined specific levels of performance for each of the core indicators for the first two years covered by the state plan. The levels of performance are expressed in a percentage or numerical form to be objective, quantifiable, and measurable. The TEA and the U.S. Secretary of Education have reached agreement on these performance levels; consequently, the state must make progress on continuously improving the performance of vocational and technical education students. The agreement was adjusted to reflect comparable levels of performance established in other states, the characteristics of participants when they entered the program, and the services or instruction provided. The levels of performance in the agreement are considered the state-adjusted level (baseline) of performance for Texas.

During the third program year covered by the state plan (FY 2001-2002), the Secretary and the TEA reached agreement on the state-adjusted levels of performance for the third, fourth, and fifth years covered by the state plan. Each year, the TEA must submit to the Secretary a report indicating the progress the state is making in achieving the state-adjusted levels of performance.

In order for the state as a whole to reach the agreed-upon levels of performance, individual institutions and consortia must set expected levels of performance for themselves and achieve those goals. The Department of Education, Office of Vocational and Adult Education is authorized to use incentives and sanctions to encourage states to achieve state goals. Texas may also implement a similar system to encourage local progress.

b. Institutional Accountability

Public secondary and postsecondary institutions shall respond to requests from the TEA and the Texas Higher Education Coordinating Board (THECB), for data describing Tech-Prep student enrollments and student success. The TEA utilizes the Public Education Information Management System (PEIMS) reporting system and indicates Tech-Prep students with a code of "3." Public community and technical colleges report Tech-Prep students on the CBM-00T Report due on July 1 and on the annual fall CBM-001 report.

c. Consortium Accountability

Tech-Prep implementation consortia must develop long-range strategic plans that address federal, state, and local goals by including both annual benchmarks and evaluation processes to determine if those benchmarks have been achieved. Consortia indicate their progress in achieving specific objectives and

goals on quarterly and annual reports. In addition, all consortia participate in a three-year cycle of on-site, peer-review evaluations.

Tech-Prep programs of study are college preparatory programs that are designed to terminate, at a minimum, in the award of two-year postsecondary degrees, certificates, and/or apprenticeships. As such, a major determination of local success, the number of students who matriculate to the postsecondary institutions and complete the appropriate awards as specified in Tech-Prep articulation agreements.

B. Tech-Prep Education

1. Definitions

- a. Articulation Agreement – A signed document that indicates the specific responsibilities of the secondary school, the postsecondary institution, and the students. The agreement also includes specific information on a six-year Tech-Prep educational pathway that leads to a minimum of a two-year postsecondary certificate, degree, or apprenticeship license. The document includes a six-year plan, clearly indicates courses in which students may earn postsecondary credit while in high school (articulated, advanced placement, or dual credit), and clearly explains procedures for transcribing that credit to the student’s college record. If dual credit courses are used within the six-year plan, it must be made clear whether the student is expected to pay for those courses.
- b. Articulation – A planned process linking educational institutions and educational experiences to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning outcomes.
- c. Articulated Course – A course taught in secondary school that has been modified to contain or has been determined to contain the same course content as a postsecondary course, and for which the postsecondary institution has agreed to award college credit if the student meets course completion and college attendance requirements.
- d. Tech-Prep Education Plan – A document with the following attributes:
 - (1) Combines four years of secondary education based on the Texas *Recommended High School Graduation Plan*, with two years of postsecondary education in a non-duplicative, sequential course of study that usually contains some method for students to earn college credit while in high school. As defined in a written agreement (an example of a *Recommended High School Graduation Plan* may be found in section C. The plan may, under some circumstances, encompass the last two years of high school and four years of postsecondary education, if detailed in an articulation agreement;

- (2) Integrates academic and vocational/technical instruction, using work-based and worksite learning where appropriate and available;
 - (3) Provides technical preparation in a career field such as engineering technology, applied science, a mechanical/industrial/practical art or trade, agriculture, health occupations, business, or applied economics;
 - (4) Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through both applied, contextual academics and integrated instruction, in a coherent sequence of courses;
 - (5) Leads to an associate or baccalaureate degree, a two-year postsecondary certificate in a specific career field, or a two-year postsecondary apprenticeship; and
 - (6) Leads to placement in appropriate employment, military service, or further education.
- a. Tech-Prep Consortium – A collaboration of educational entities and, at local option, employer and labor organizations and/or universities defined under the Act and the Code, Chapter 61, Subchapter T, which work together to implement a Tech-Prep program.
 - b. Governing Board, Tech-Prep Consortium – Consists, at a minimum, of representatives of educational entities that participate in a Tech-Prep consortium and determine the policies and operations of the Tech-Prep consortium in accordance with its written by-laws and fiscal agency and personnel agreements. A Governing Board member may represent multiple entities as agreed upon by the participating consortium members. While the Governing Board may also include business and industry representatives at the discretion of the local consortium, it is recommended that the majority of Board members be representatives of educational institutions; Tech-Prep was principally designed as an educational reform initiative rather than a workforce development initiative.
 - c. Eligible Agency – In the federal law, a state board designated or created consistent with state law and the sole agency responsible for the administration of vocational and technical education or for supervision of the administration of vocational and technical education in the state. In Texas, this is the State Board of Education.
 - d. Eligible Provider – one of the following: (a) an institution of higher education; (b) a local educational agency providing education at the post-secondary level; (c) an area vocational and technical education school providing education at the post-secondary level; (d) a post-secondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of

programs under the Indian Self-Determination Act of April 16, 1934; (e) an education service agency; or (f) a consortium of two or more of the entities described in items (a) through (e).

- e. Eligible Student – Includes students from grade seven through graduation from a two-year postsecondary public institution with a certificate or degree, baccalaureate degree, or apprenticeship license. While the Act and Code allow for expenditure of funds in grades seven and eight, those funds should be expended only for preparatory services and curriculum integration projects. Participation by students in Tech-Prep is voluntary, and a student should not be required to participate in a Tech-Prep program or follow a specific educational pathway.
- f. Fiscal Agent – An educational institution that is an eligible recipient of Carl D. Perkins funds and receives, distributes, and reports Carl D. Perkins Title II funds on behalf of a local Tech-Prep consortium. The fiscal agent is responsible for ensuring the funds are expended according to current federal and state guidelines.
- g. Tech-Prep Secondary Student – A student who both has indicated that he or she intends to follow an approved Tech-Prep educational plan and is participating in classes contained within that pathway. The student may or may not be receiving college credit for courses taught during a specific semester, but will generally receive college credit for specific career and technology classes taken during high school.
- h. Tech-Prep Postsecondary Student – A student who has participated in the secondary portion of an approved Tech-Prep educational plan and is enrolled in an approved Tech-Prep postsecondary program. The student may or may not have completed all of the prerequisite secondary courses, but should have completed a majority of the plan and may have received college credit, as appropriate specified in the plan.
- i. Tech-Prep Program Completer – A student who has participated in both the secondary and postsecondary portions of an approved Tech-Prep educational plan and has received an appropriate postsecondary two-year certificate, degree, or apprenticeship license as defined by a written articulation agreement. A successful completer will continue his or her education, find employment in an appropriate career field, or enter military service.
- j. Tech-Prep Course Participant – A student that is taking courses that are part of an approved Tech-Prep educational plan but indicates no intent to complete the plan; will not complete a significant portion of the plan; is not interested in pursuing a two-year certificate, degree, or apprenticeship license; or is interested in obtaining a two-year certificate, degree, or apprenticeship that is not part of an approved Tech-Prep educational plan.

- k. Preparatory Services – Services that enhance career preparation and selection (e.g. recruitment, career guidance, career exploration, etc.) These services *do not include* activities such as remediation programs, dropout prevention programs, self-esteem programs, single parent programs, or test preparation programs.

2. Implementation of the Grant Program

As described in Section A, Tech-Prep Educational programs in Texas are authorized under Title II of the amended *Carl D. Perkins Vocational and Technical Education Act of 1998* and the *Texas Education Code*, Sections 61.851 through 61.855. References to the administration of Tech-Prep are also found in the Texas Higher Education Coordinating Board, *Board Rules* sections 9.1 and 9.147. Please refer to these documents for specific details.

The State Board of Education (SBOE), in its capacity as the Board for Career and Technology Education, is the eligible agency responsible for the implementation and evaluation of all programs funded in Texas under the Act, as amended, until such time as the Act amends the provision defining eligible agency. The State Board of Education and the Code have designated THECB as the administering agency responsible for the operation and supervision of Title II of the Act referring to Tech-Prep education.

a. State Administration of Tech-Prep

- (1) As long as federal funds are available, THECB shall annually award Tech-Prep funds to eligible consortia based upon a formula. To be eligible for an award, a consortium shall submit an annual application that:
 - documents and ensures the progress of local consortium activities addressing the requirements of the Act and the Code;
 - enables the state to meet state goals, objectives, and performance criteria; and
 - meets federal evaluation criteria as designated in the *Consolidated State Plan*.
- (2) Coordinating Board staff shall assist local consortia with the evaluation of local activities and provide technical assistance to consortia that are not making progress toward achieving state and local goals or upon request by the consortium. Coordinating Board staff shall also provide oversight for all Tech-Prep activities to ensure that funds provided by the Act for Tech-Prep education are expended according to provisions of the Act and the Code.

b. Consortium Responsibilities

- (1) Each consortium shall create, regularly evaluate, and maintain a long-term strategic plan that addresses goals, objectives, activities, and evaluation criteria in support of local, state, and federal goals. Local consortium activities shall be developed and implemented in accordance with guidelines determined by the Act and the Code, as well as state and local goals and objectives.
- (2) Consortium staff and the fiscal agent shall maintain records on local activities and budgetary expenditures to support local and state evaluation criteria. Each consortium shall provide quarterly reports on activities, activity outcomes, and budgetary expenditures and will participate in a scheduled, systematic, evaluation process of peer-driven, site-based reviews.
- (3) Each consortium must ensure that every local school district and public college and university in the consortium service area will have the opportunity to develop Tech-Prep programs of study as defined by the Act and the Code.

3. Components of Tech-Prep Implementation Activities

Tech-Prep Implementation Consortia may use federal Tech-Prep funds to provide the following activities:

a. Create Tech-Prep Education Plans that shall:

- (1) be carried out under a written articulation agreement between the participants in the consortium;
- (2) consist of at least four years of secondary school and two years or more of higher education (or an apprenticeship program of at least two years following secondary instruction) with a common core of required proficiencies in mathematics, science, reading, writing, communications, economics, and technologies. These must be designed to lead to a minimum of an associate's degree or a two-year postsecondary certificate in a specific career field (in some instances, Tech-Prep programs of study may lead to a four-year postsecondary award but should not extend beyond a 6-year plan of study and must be defined in a written articulation agreement);
- (3) include the development of Tech-Prep programs for both secondary and postsecondary student participants that:
 - (a) meet academic standards developed by the state as defined in the Recommended High School Graduation Plan;
 - (b) link secondary schools and two-year postsecondary institutions (and if possible and practicable, four-year institutions of higher education) through non-duplicative sequences of courses in career fields, including opportunities for Tech-Prep secondary students to receive articulated

college credit and/or enroll concurrently in secondary and postsecondary coursework;

(c) use, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and

(d) use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs.

b. Provide professional development that:

(1) is designed to train vocational and technical teachers to implement Tech-Prep programs effectively;

(2) provides for joint training for teachers in the Tech-Prep consortium;

(3) is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;

(4) focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction;

(5) provides training in the use and application of technology;

(6) includes training programs for counselors designed to enable counselors to more effectively:

(a) provide information to students regarding Tech-Prep education programs;

(b) support student progress in completing Tech-Prep programs;

(c) provide information on related employment opportunities;

(d) ensure that such students are placed in appropriate employment; and

(e) stay current with the needs, expectations, and methods of business and all aspects of an industry;

(7) ensures equal access to the full range of technical preparation programs to individuals who are members of special populations; and

(8) provides preparatory services that assist participants select careers and develop Tech-Prep education plans.

c. Additionally, Tech-Prep funds may be used to:

(1) provide for the acquisition of Tech-Prep program equipment;

(2) acquire technical assistance from state or local entities that have designed,

established, and operated Tech-Prep programs to effectively use educational technology and distance learning in the delivery of curricula and services and in the articulation process; and

- (3) establish articulation agreements with institutions of higher education, labor organizations, or businesses especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

4. State Goals for Tech-Prep

Texas consortium directors and Coordinating Board staff developed the following goals in 1998 to address the requirements of the Act and Code and provide a basis on which local consortia could develop local long-range goals and objectives.

Goal 1: Enlist the full support of Texas high schools and public two-year associate degree-granting institutions in developing, supporting, and improving relevant AAS Tech-Prep programs by developing standard articulation agreements and aligning high school course requirements outlined in the *Texas Essential Knowledge and Skills (TEKS)* with the postsecondary *Workforce Education Course Manual (WECM)*.

Goal 2: Increase the number of high school students who enroll, persist, and graduate from AAS Tech-Prep programs and are placed in relevant jobs or go on to additional education by:

- (1) increasing public awareness of Tech-Prep opportunities across the state;
- (2) identifying and reporting the number of high school students enrolled in a Tech-Prep sequence of courses;
- (3) identifying the number of students enrolling at public two-year associate degree-granting institutions who have completed a high school Tech-Prep sequence; and
- (4) initiating persistence, graduation, and placement studies to document the performance of Tech-Prep students at public two-year associate degree-granting institutions.

Goal 3: Evaluate and document the effectiveness of Tech-Prep activities by:

- (1) conducting satisfaction surveys, collecting student data and enrollment figures, and comparing students who are identified as Tech-Prep to other students;
- (2) studying the implementation of the key elements of Tech-Prep by developing self-evaluation instruments for consortia that include measures and standards for these elements; and

- (3) evaluating the performance of Tech-Prep consortium activities.

5. Consortium Service Areas

- a. In 1992, 24 Tech-Prep Consortia were established along the boundaries of the Governor's Planning Regions to interface with local Quality Workforce Planning entities to provide a regional focus for identifying career and employment requirements and opportunities. The intent of forming 24 consortia was to establish a means to ensure an opportunity for all Texas students to participate in a Tech-Prep program. Shortly thereafter, the Global Edge Consortium was created out of the North Central Texas Consortium to serve the needs of a specific community college, becoming the 25th consortium.
- b. In 1995, Texas Senate Bill 397 created service areas for the community and technical colleges to provide for regional postsecondary educational planning and service. The consortium regions that were previously defined by the Governor's Planning Regions do not match the college service areas as defined in state law. Accordingly, consortia that wish to modify their boundaries to more closely follow the regional college service areas may do so under the following conditions:
 - (1) every student shall be served by a Tech-Prep consortium;
 - (2) changes in boundaries shall be mutually agreed upon by all involved parties; and
 - (3) a letter indicating boundary changes with appropriate signatures from all affected consortia shall be filed with the Coordinating Board staff.
- c. Changes in consortium boundaries affect vocational and technical student populations, the number of urban and rural secondary schools served, the number of community college participants, service to high-poverty areas, and other factors. Such changes may be reflected in the consortium funding formula. It is strongly recommended that boundary changes be planned to coincide with the annual re-application and budgetary cycle.

6. The Role of the Fiscal Agent

- a. The Tech-Prep fiscal agent must be a local educational agency, preferably a two-year public institution of higher education. It is the responsibility of the fiscal agent to ensure that Tech-Prep funds are expended according to the guidelines set forth within the Act and other federal laws, rules, and regulations pertaining to federal grant funds.
- b. The fiscal agent must agree to the provisions and assurances of the grant contract and approve all budget amendments to ensure adherence to guidelines before submission to the Coordinating Board staff.

7. The Role of the Consortium Governing Board

- a. Members of the Governing Board should be nominated by participating consortium members and be of a number and make-up as determined by the consortium by-laws.
- b. The Governing Board should represent the ethnic and cultural diversity of the consortium's service area and provide equitable representation for both rural and urban communities. All consortium member institutions should have an equitable voice in the leadership of the consortium.
- c. The Governing Board should have regularly scheduled meetings to plan for program development, consortium activities, establishment of consortium goals and objectives, allocation of resources, solution of marketing and program delivery issues, and collaboration among the consortium members and the community.
- d. The Governing Board is responsible for evaluating the effectiveness of the consortium activities as they assist in reaching federal, state, and local goals and objectives of the Governing Board should also make recommendations as to how those goals may best be met.

8. The Role of the Consortium Director

The Tech-Prep Consortium Director is charged with the coordination of all Tech-Prep activities within the consortium, including the preparation of reports, and is responsible for the implementation and facilitation of activities as determined by the Governing Board.

9. Administration of Tech-Prep Programs

All Tech-Prep programs must be supervised by independent school district and college administrators who have appropriate authority to ensure that quality is maintained and that programs are conducted in compliance with appropriate state agency rules, Southern Association of Colleges and Schools (SACS) accreditation requirements, outside licensing entities (where applicable), and all applicable federal and state laws, rules, and guidelines.

10. Postsecondary Responsibilities

The articulation of courses from secondary to postsecondary institutions has the following implications:

- a. The postsecondary institution is responsible for the academic quality and integrity of the course content and competencies to the extent that college credit is granted.
- b. Programs with external affiliations are the ultimate responsibility of the postsecondary educational institution.

- c. The postsecondary institution must have policies and procedures in place to ensure that students matriculating from Tech-Prep secondary pathways receive credit for articulated high school classes and have the opportunity to complete an appropriate postsecondary award or degree.

11. Articulation Agreements

Tech-Prep programs of study are articulated with degree granting postsecondary institutions and therefore consist of a sequence of courses that lead to specific educational and career goals. In Texas, this sequence takes the form of a six-year plan which, in most cases, includes the four years of high school and the first two years of college work and leads to the award of an Associate in Applied Science (AAS) Degree. It is this sequence that is important because it provides a clear pathway for students to follow. Tech-Prep programs should include not only a sequence of career and technology courses but should include specific academic courses appropriate to the program.

When secondary and postsecondary institutions enter into a written articulation agreements the document should include details about what the school district, college, and student are expected to do and the benefits that each should expect to receive. Details including reporting procedures, application procedures, professional development workshops, courses in the sequence (six-year plan), and how college credit will be received should all be covered.

Tech-Prep programs of study often include provisions for students to receive college credit while they are still enrolled in high school. College credit courses that may be included in Tech-Prep programs include articulated courses, dual-credit courses, and advanced placement courses. The articulation agreement should be clear on what kind of college credit is included in the program and provide information on such details as fees and tuition, eligibility requirements, prerequisites, procedures for transcribing of credit, minimum grade, and other details as applicable.

a. Student Enrollment Eligibility

Students enrolled in public high schools are eligible to enroll in, and receive credit for courses designated eligible for articulated credit. Award of credit requires that students meet all course grade, secondary graduation, college admission, TASP, and college residency requirements as detailed in the articulation agreement and established by state law.

b. Faculty Requirements

Faculty teaching secondary courses (See *GIPWE Part I*, Chapter Two, F) that are eligible for articulation shall meet the requirements established by the Southern Association of Colleges and Schools (SACS) with the following

additional considerations:

- (1) External accrediting agencies – External accrediting agencies may require specific, additional qualifications for high school faculty teaching courses eligible for college credit by articulation.
- (2) Transfer to a senior institution – If an articulated course is most likely to be used for transfer to a senior institution by the majority of students in the course, the high school faculty member will be required to meet SACS requirements for faculty teaching academic transfer courses.

c. Staff Development

Secondary and postsecondary faculty should regularly and jointly participate in discipline-specific meetings where course content, alignment, and sequence are discussed and re-evaluated.

d. Location and Student Notification of Additional Program Requirements or Changes

- (1) Courses eligible for articulated credit may be taught on the high school campus, or at any approved instructional site, by high school or college faculty as determined by agreement between the secondary and postsecondary institutions.
- (2) Students that are participating in Tech-Prep programs with competitive postsecondary admissions requirements shall be informed of the entrance requirements to the college program.
- (3) Students that are participating in Tech-Prep programs shall be given the same consideration as current postsecondary students by the college when their program is being significantly altered or eliminated.

e. Eligible Courses

- (1) Individual courses – A high school course would be eligible for consideration for articulation with a single college course only if the high school course is taught at the junior or senior level and successful completion results in the award of one or more high school graduation credits. Exceptions may be made on a local basis for courses of less than one graduation credit.
- (2) Series of courses – The content of a series of high school courses may equate to the content of a college-level course or courses. Credit would be awarded with the completion of the final, or trigger, course within the sequence. All sequence courses would have to be completed and other requirements met, as determined by the articulation agreement, in order for credit to be awarded.

f. Grading Criteria

- (1) Prerequisites and co-requisites – The student must complete all courses designated as prerequisite and/or co-requisites
- (2) Individually articulated courses – The articulated high school course must be completed with a grade of “B” or higher.
- (3) Articulated course sequences – The student must complete all courses in the high school’s course articulation sequence required for award of college credit with a grade of “B” or higher.
- (4) Additional requirements – In some cases an exam, such as an end-of-sequence examination, may be required. These exams may take the form of a final exam or as a challenge exam to award advance placement for current college students.

g. Transcribing of Credit

- (1) Courses should be identified as articulated high school courses with the letter code “A” on the high school transcript. Statewide articulated courses do not require a notation on the reverse of the transcript; however, locally articulated courses should be noted on the reverse of the transcript, with the name of the awarding postsecondary institution.
- (2) The student should enroll in, and successfully complete, a minimum of six additional hours of coursework at the awarding institution. Colleges can waive the residency requirement and award credit upon admission if they choose to do so.
- (3) In order for the articulated course to benefit the student, the student should declare a college course of study in the related Tech-Prep degree, choose a course of study where the course is part of the degree plan, or declare a course of study where the articulated course is a prerequisite to another course in the chosen program.
- (4) Articulated credit courses may be awarded credit as “credit only” or with a letter grade at the discretion of the awarding institution.
- (5) Award of articulated credit must not exceed the limits for course transfer. This applies to all methods of receiving credit, including Advanced Placement, CLEP exams, and articulation. In all cases the student must meet the college residency requirement for award of the college credential.
- (6) Due to rapid changes in technology and the resulting changes in instructional methods, a student should enroll in a public two-year associate degree-granting institution, and request articulated credit, within 15 months of high school graduation.

- (7) Students must meet applicable TASP test requirements before the college may award articulated credit (See *GIPWE Part I*, Chapter Three, B, 5 for additional information).
- (8) A college must not charge tuition or fees for the award of articulated credit other than a nominal administrative fee, as determined by the college's Board of Trustees, to transcript the articulated credit.
- (9) Colleges may develop articulation agreements for local courses that satisfy regional needs and incorporate other credit transcribing criteria as determined by program requirements and local policy.

12. Enhanced Skills Certificate

An Enhanced Skills Certificate *may* be included in a Tech-Prep program but is no longer required. An Enhanced Skills Certificate will be approved only under the following circumstances:

- a. The certificate would truly reflect an advanced skill level beyond the AAS;
- b. The advisory committee has recommended it specifically; and
- c. The completion of the certificate would qualify students for a higher level of responsibility or salary than would the AAS alone.

A college requesting an Enhanced Skills Certificate must include a narrative demonstrating that these three conditions have been met.

13. Tech-Prep Program Approval and Administration

Independent school districts, community and technical colleges, degree-granting proprietary institutions, and/or apprenticeship sponsors must obtain approval from the TEA and THECB to utilize the Tech-Prep Program designation for new or revised programs. Due to agency jurisdiction, the TEA has the responsibility of approving the secondary Tech-Prep courses and the appropriateness of the high school graduation plan within the Tech-Prep six-year education plan. The State Board of Education has adopted the recommended high school graduation plan to meet changes in academic and career preparation requirements. Tech-Prep high school programs, as defined by the Texas Education Code, should be based upon the Recommended High School Graduation Plan. The Recommended High School Graduation Plan is included in section C.

THECB has the responsibility of approving the postsecondary degree program. Staff from each agency are available to assist each applicant during the joint application and approval process.

a. Institutional Approval

Each new or revised Tech-Prep AAS degree program must be approved by the

participating institutions through development of a six-year educational plan leading to an associate degree, two-year certificate, or apprenticeship and the signing of a formal agreement.

b. Materials to be sent to the Coordinating Board

Participating community and technical colleges and degree-granting proprietary institutions are required to submit documentation both to THECB and to TEA to offer a program as a Tech-Prep program. When there is a change in the postsecondary curriculum, the program may require THECB staff approval as either a new or revised program (See *GIPWE Part I* for more details). Conversion of an existing postsecondary program to a Tech-Prep program where there are no postsecondary curriculum changes does not require application for a program revision. See section B14c for instructions for conversion of an existing award. See the information below regarding the process for having a program designated as “Tech-Prep.”

(1) Submit an application for a new program with the following additional information:

- (a) New program request forms; indicating the request for a Tech-Prep program in the program summary and on approval form 1;
- (b) a proposed curriculum outline specifying which college-level courses would be available for Tech-Prep articulation. Indicate the courses by inserting the notation (TP) after the course name; and
- (c) a six-year educational plan (sample plan is included in section C).

c. Materials to be sent to the Texas Education Agency

All program participants are encouraged to contact TEA staff for suggestions related to coherent sequences of courses for career concentrations. Participating high schools must apply to TEA for approval to offer any innovative high school technical course in a Tech-Prep graduation plan.

(1) For new Tech-Prep programs, or conversion of existing programs to Tech-Prep, the following must be provided to TEA:

- (a) A Tech-Prep approval form (provided in section C); and
- (b) A six-year education plan (model plan provided at the end of this section).

d. Health Professions (CIP 51) Tech-Prep Programs

Postsecondary health professions (CIP 51) programs typically have competitive admissions. As a result, Tech-Prep programs in health professions should contain only generic academic and/or technical courses (such as Health

Professions I & II) at the high school level, which will articulate with a variety of degree options at the college in case a student fails to qualify for one particular degree program.

When a six-year plan for a CIP 51 Tech-Prep program is submitted, only the secondary portion should specify particular classes. The postsecondary portion should list all of the Health Professions programs that students may enter at the college and include a list of the articulated courses that could satisfy requirements for the identified degrees. All of the listed Health Profession programs that result in a degree will be listed as “Tech-Prep” Programs.

Notification of approval for the Tech-Prep designation will be made by TEA for secondary program approval and by THECB for postsecondary program approval. Postsecondary program approval information will be posted on the Coordinating Board web site at

<http://www.thecb.state.tx.us/ctc/ip/electronic/index.cfm/> .

Until the TEA Web page is operational, each consortium will receive a letter from TEA for each program approved and be asked to distribute copies to the appropriate parties.

14. Conversion/Revision to a Tech-Prep Award

- a. For conversion of an existing program to Tech-Prep where there are also postsecondary curriculum changes that require a formal program revision, submit the program revision with:
 - (1) revision forms as specified
 - (2) a proposed curriculum outline specifying which college-level courses would be available for Tech-Prep articulation. Indicate courses by inserting the notation (TP) after the course name; and
 - (3) a six-year education plan (example plan included in section C).

b. Materials to be sent to the Texas Education Agency

All program participants are encouraged to contact TEA staff for suggestions related to coherent sequences of courses for career concentrations. Participating high schools must apply to TEA for approval to offer any innovative high school technical course in a Tech-Prep graduation plan.

- (1) For conversion of existing programs to Tech-Prep, the following must be provided to TEA:
 - a Tech-Prep approval form (provided in Section C); and
 - a six-year education plan (model plan provided in Section C)
- c. Conversion of an existing program to Tech-Prep where there is no change to the

postsecondary curriculum **does not require a program revision**. Coordinating Board staff shall be provided a copy of the form sent to TEA as notification of intent (see section C for the form). When the secondary portion of the plan is approved by TEA, the program will be noted as “Tech-Prep” on the electronic notification page.

- d. The addition of a secondary school or school district to an existing Tech-Prep approved program does not require that any paperwork be submitted to the Board. Notification of this should be sent only to TEA (see section C for the TEA Add-on form).

15. Approval of Tech-Prep Programs Other Than the AAS degree

- a. Bureau of Apprenticeship and Training (BAT)-Approved Apprenticeships-Apprenticeship Programs (also covered in *GIPWE* Part I, Chapter Three).

An apprenticeship is a structured system of industry-based training designed to prepare individuals for occupations in skilled trades and crafts. Apprentices enter a voluntary contractual employment agreement with a sponsor who makes available supervised on-the-job training and progressive work experience combined with related theoretical and practical classroom instruction in a recognized occupational skill. After completing the required training, the apprentice receives nationally recognized certification from the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor as a skilled craft worker in the chosen occupation.

The minimum requirement for recognition as an apprenticeship program by BAT is one year (2,000 hours). Programs of three, four, or even up to six years of training may be required as determined by industry-adopted standards. Related instruction is offered outside working hours and must total a minimum of 144 hours per year.

Apprenticeships designed for youth may begin as early as age 16 in non-hazardous occupations. The participation of organized labor in program development is strongly encouraged where appropriate. Apprenticeship programs may be offered cooperatively with postsecondary institutions for the concurrent award of the applied associate degree with the apprenticeship certificate. Tech-Prep Apprenticeship programs must be carried out under written articulation agreements with the educational and labor entities involved.

For more information on apprenticeship programs contact the Texas Workforce Commission at <http://www.twc.state.tx.us/svcs/apprentice.html>.

- b. Tech-Prep Apprenticeship, Associate of Science (AS), Associate of Arts (AA), and Baccalaureate Degree Approval Process

Programs that include apprenticeships, AS, AA, and baccalaureate degrees may be approved as Tech-Prep Programs under the Act and the Code;

however, the statutory requirements that a program "builds students competence in mathematics, science, reading, writing, communications, economics, and workplace skills" are the same for all programs. The program must build student competence in these areas through a sequential course of study.

The Board and TEA have recognized the AAS degree as the main vehicle for Tech-Prep program approval. However, plans that lead to legitimate two- or four-year degrees or apprenticeships and contain all of the recognized state and federal components of Tech-Prep will be considered for approval as Tech-Prep degrees on an individual basis. These plans may be drafted in consultation with state or local consortium staff and should be submitted to an Instructional Programs officer in the Community and Technical Colleges Division of the Board. Tech-Prep programs that include the potential for a baccalaureate degree must be developed in close collaboration with secondary, community college, and baccalaureate-degree awarding institutions. Articulation agreements must be in writing and include all partners to insure transition and transferability questions have been resolved.

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C. Tech-Prep Examples and Forms

Example 1

State Board of Education
High School Graduation Requirements
Effective for entering freshmen, August 1998

Recommended High School Program (24 total credits)

Academic Core Components:

English	4 credits, English I, II, III, and IV
Mathematics	3 credits, Algebra I, Algebra II, and Geometry
Science	3 credits taken from the following four areas: (1) Integrated Physics and Chemistry (2) Biology, AP Biology, or IB Biology (3) Chemistry, AP Chemistry, or IB Biology (4) Physics, Principles of Technology I, AP Physics, or IB Physics
Social Studies	3.5 credits, must consist of World History, world Geography Studies, United States History, and United States Government
Economics	0.5 credit
Other Language	2 credits, Level I and Level II in the same language
Physical Education	1.5 credits, including 0.5 credit in Foundations of Personal Fitness*
Health Education	0.5 credit or Health Science Technology – one credit
Fine Arts	1 credit
Speech	0.5 credit
Technology Applications	1 credit
Additional components	3.5 credits

* The school district board of trustees may allow a student to substitute certain physical activities for the one and one-half required credits in physical education, including the one-half credit of Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the Fall semester; ROTC; athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

No substitutions are allowed in the Recommended High School Program

Tech-Prep Program Conversion Approval Form

Instructions: Please mark the appropriate boxes with the letter "X"; e-mail a copy to TEA Tech-Prep Director (fhusband@tmail.tea.state.tx.us); and copy to THECB Tech-Prep Director (franksrt@theeb.state.tx.us).

Program Title

College

School District(s)

Consortium

Date submitted

Expected implementation date

Please check the appropriate boxes

The postsecondary degree program is already approved and no additional revisions are requested

or

Additional postsecondary revisions are requested and have been filed with the THECB

The Tech-Prep six-year plan is attached; is based on Option II of the Recommended High School Graduation Plan; and was jointly developed by secondary and postsecondary personnel

An articulation agreement between the college and secondary school(s) for the Tech-Prep program listed above is on file at the college.

Submitted by: _____ Title: _____

Email Address: _____ Phone number: _____

Action:

TEA Tech-Prep Director

Date

Texas Education Agency
Career and Technology Education Division
Tech-Prep Program
(School District) “Add-on” Request Form

Consortium:

Program/CIP:

College:

School District:

List Any one Current ISD-College Agreement:

Approved

Disapproved

Comments:

TEA Tech-Prep Director Signature _____ Date:

Tech-Prep Six-Year Plan

Consortium: Texas One
Program: Management

(Example only)

ISD: Smallville ISD
College: Regional College

HIGH SCHOOL					COLLEGE			
SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	FRESHMAN		SOPHOMORE	
ENGLISH	English I	English II	English III	English IV	ENGL 1301 Composition & Rhetoric I	SPCH 1315 Public Speaking OR SPCH 1321 Business Speech	BUSI 2304 Business Communications	Math/Science Elective
MATH	Algebra I	Geometry	Algebra II	Introduction to Business	*CSCI 1401 Introduction to Computers (TP)	MGMT 1306 Managing Cultural Differences	Humanities/Fine Arts Elective (Foreign Language in Hum. Resource and Intl. Bus. Options)	MGMT 2330 or MGMT 2329
SCIENCE	Biology I	Chemistry	Biology II	Elective	MGMT 1301 Introduction to Management	CSCI 1420 Spreadsheets	MGMT 1302 Customer Service	MGMT 2304 Facilitating/Team Building
HUMANITIES	World Geography	World History	U. S. History	Government/ Economics	Specialty Course #1	Specialty Course #3	ECON 2301 Macroeconomics or ECON 2302 Microeconomics	Specialty Course #5
PHYSICAL EDUCATION/ HEALTH	Physical Education	Physical Education and Health				*MKTG 2305 Marketing Management (TP)	ACCT 2401 Principles of Accounting I	Specialty Course #6
OTHER	Foreign Language I	Foreign Language II	Business Management	Speech/ Elective		Specialty Course #4		MGMT 2302 Human Resource Management
FINE ARTS/ OTHER	Fine Arts	* <u>Bus. Comp. Info. Sys. 1.</u> (SAS 12011200 for CSCI 1401)	* <u>Marketing Dynamics</u> (SAS 121111140 for					

*Denotes high school courses for articulation

D. Legislation Regarding Tech-Prep Programs

1. Public Law 105–332 Carl D. Perkins Vocational and Technical Education Act of 1998

TITLE I –

SEC. 6. LIMITATION

All of the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.

SEC. 7. SPECIAL RULE

In the case of a local community in which no employees are represented by a labor organization, for purposes of this Act the term ‘representatives of employees’ shall be substituted for ‘labor organization’.

TITLE II—TECH-PREP EDUCATION

SEC. 201. SHORT TITLE

This title may be cited as the ‘Tech-Prep Education Act’.

SEC. 202. DEFINITIONS

(a) In this title:

(1) **ARTICULATION AGREEMENT.**—The term ‘articulation agreement’ means a written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a tech-prep education program.

(2) **COMMUNITY COLLEGE.**—The term ‘community college’—

(A) means an institution of higher education, as defined in section 101 of the Higher Education Act of 1965, that provides not less than a 2-year program that is acceptable for full credit toward a bachelor’s degree; and

(B) includes tribally controlled colleges or universities.

(3) TECH-PREP PROGRAM.—The term ‘tech-prep program’ means a program of study that—

(A) combines at a minimum 2 years of secondary education (as determined under State law) with a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study;

(B) integrates academic, and vocational and technical, instruction, and utilizes work-based and worksite learning where appropriate and available;

(C) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;

(D) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;

(E) leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field; and

(F) leads to placement in appropriate employment or to further education.

SEC. 203. STATE ALLOTMENT AND APPLICATION

(a) IN GENERAL.—For any fiscal year, the Secretary shall allot the amount made available under section 206 among the States in the same manner as funds are allotted to States under paragraph (2) of section 111(a).

(b) PAYMENTS TO ELIGIBLE AGENCIES.—The Secretary shall make a payment in the amount of a State’s allotment under sub-section (a) to the eligible agency that serves the State and has an application approved under subsection (c).

(c) STATE APPLICATION.—Each eligible agency desiring assistance under this title shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

SEC. 204. TECH-PREP EDUCATION

(a) GRANT PROGRAM AUTHORIZED.—

(1) IN GENERAL.—From amounts made available to each eligible agency under section 203, the eligible agency, in accordance with the provisions of this title, shall award grants, on a competitive basis or on the basis of a formula determined by the eligible agency, for tech-prep education programs described in subsection (c). The grants shall be awarded to consortia between or among—

(A) a local educational agency, an intermediate educational agency or area vocational and technical education school serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and

(B) a nonprofit institution of higher education that offers—

(I) a 2-year associate degree program, or a 2-year certificate program, and is qualified as institutions of higher education pursuant to section 102 of the Higher Education Act of 1965, including an institution receiving assistance under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.) and a tribally controlled postsecondary vocational and technical institution; or

(II) a 2-year apprenticeship program that follows secondary instruction, if such nonprofit institution of higher education is not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965 (20 U.S.C. 1071 et seq.) pursuant to the provisions of section 435(a)(3) of such Act (20 U.S.C. 1083(a)); or

(III) a proprietary institution of higher education that offers a 2-year associate degree program and is qualified as an institution of higher education pursuant to section 102 of the Higher Education Act of 1965, if such proprietary institution of higher education is not subject to a default management plan required by the Secretary.

(2) SPECIAL RULE.—In addition, a consortium described in paragraph (1) may include 1 or more—

(A) institutions of higher education that award a baccalaureate degree; and

(B) employer or labor organizations.

(b) DURATION.—Each grant recipient shall use amounts provided under the grant to develop and operate a 4- or 6-year Tech-Prep education program described in subsection (c).

(c) CONTENTS OF TECH-PREP PROGRAM.—Each Tech-Prep program shall—

(1) be carried out under an articulation agreement between the participants in the consortium;

(2) consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field;

(3) include the development of tech-prep programs for both secondary and postsecondary, including consortium, participants in the consortium that—

(A) meets academic standards developed by the State;

(B) links secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for Tech-Prep secondary students to enroll concurrently in secondary and postsecondary coursework;

(C) uses, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and

(D) uses educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs;

(4) include in-service training for teachers that—

(A) is designed to train vocational and technical teachers to effectively implement Tech-Prep programs;

(B) provides for joint training for teachers in the Tech-Prep consortium;

(C) is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;

(D) focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and

(E) provides training in the use and application of technology;

(5) include training programs for counselors designed to enable counselors to more effectively—

(A) provide information to students regarding Tech-Prep education programs;

(B) support student progress in completing Tech-Prep programs;

- (C) provide information on related employment opportunities;
- (D) ensure that such students are placed in appropriate employment; and
- (E) stay current with the needs, expectations, and methods of business and all aspects of an industry;

(6) provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of Tech-Prep program services appropriate to the needs of special populations; and

(7) provide for preparatory services that assist participants in Tech-Prep programs.

(d) **ADDITIONAL AUTHORIZED ACTIVITIES.**—Each Tech-Prep program may—

(1) provide for the acquisition of Tech-Prep program equipment;

(2) acquire technical assistance from State or local entities that have designed, established, and operated Tech-Prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process; and

(3) establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

SEC. 205. CONSORTIUM APPLICATIONS

(a) **IN GENERAL.**—Each consortium that desires to receive a grant under this title shall submit an application to the eligible agency at such time and in such manner as the eligible agency shall prescribe.

(b) **PLAN.**—Each application submitted under this section shall contain a 5-year plan for the development and implementation of Tech-Prep programs under this title, which plan shall be reviewed after the second year of the plan.

(c) **APPROVAL.**—The eligible agency shall approve applications based on the potential of the activities described in the application to create an effective Tech-Prep program.

(d) **SPECIAL CONSIDERATION.**—The eligible agency, as appropriate, shall give special consideration to applications that—

(1) provide for effective employment placement activities or the transfer of students to baccalaureate degree programs;

(2) are developed in consultation with business, industry, institutions of higher education, and labor organizations;

(3) address effectively the issues of school dropout prevention and reentry and the needs of special populations;

(4) provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and

(2) demonstrate how Tech-Prep programs will help students meet high academic and employability competencies.

(e) **EQUITABLE DISTRIBUTION OF ASSISTANCE.**—In awarding grants under this title, the eligible agency shall ensure an equitable distribution of assistance between urban and rural consortium participants.

SEC. 206. REPORT

Each eligible agency that receives a grant under this title annually shall prepare and submit to the Secretary a report on the effectiveness of the Tech-Prep programs assisted under this title, including a description of how grants were awarded within the State.

2. Texas Education Code Subchapter T

TECH-PREP EDUCATION as amended by HB 2401, May, 1999

Sec. 61.851. DEFINITIONS. In this subchapter:

(1) "Articulation agreement" means a written commitment between the participants in a Tech-Prep consortium to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a Tech-Prep education program.

(2) "Junior college" means an institution of higher education that awards associate degrees as provided by Chapter 130.

(3) "Tech-Prep consortium" means a regional collaboration of school districts, institutions of higher education, businesses, labor organizations, and other participants to work together to effectively implement a regional Tech-Prep program.

(4) "Technical college" means a campus of the Texas State Technical College System established under Chapter 135.

Sec. 61.852. TECH-PREP PROGRAM

(a) A Tech-Prep program is a program of study that:

(1) combines at least two years of secondary education with at least two years of postsecondary education in a non-duplicative, sequential course of study based on the recommended high school program adopted by the State Board of Education under Section 28.025(a);

(2) integrates academic instruction and vocational and technical instruction;

(3) uses work-based and worksite learning where available and appropriate;

(4) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;

(5) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses;

(6) leads to an associate degree, two-year postsecondary certificate, or postsecondary two-year apprenticeship with provisions, to the extent applicable, for students to continue toward completion of a baccalaureate degree; and

(7) leads to placement in appropriate employment or to further education.

(b) Notwithstanding Subsection (a)(1), a Tech-Prep consortium is encouraged to include four years of secondary education in a Tech-Prep program.

Sec. 61.853. REGIONAL TECH-PREP CONSORTIA: GOVERNING BOARD; DIRECTOR; FISCAL AGENT

(a) Each regional Tech-Prep consortium is governed by a governing board composed of private sector and public sector leaders in the ratio agreed to by the participants in the consortium. A consortium at local option may consolidate governing board members and staff with an eligible local entity to achieve administrative efficiencies and operational coordination. The combined entity shall maintain a proper separation of funds and comply with all applicable legal requirements involving the use of separate funds.

(b) The governing board shall determine the policies of the Tech-Prep consortium in accordance with the consortium's written bylaws. The bylaws must specify the major relationships, decision-making and operational processes, and other significant policies of the consortium, including the procedures for filling vacancies on the governing board.

(c) According to the terms of a written agreement between a governing board and the fiscal agent, a consortium director shall be selected.

(d) The governing board shall select a community college, junior college, technical college, university, regional education service center, independent school district, or other eligible entity to act as the Tech-Prep consortium's fiscal agent and to provide human resource and business office services for the consortium. The fiscal agent serves under the terms of a written agreement between the governing board and the fiscal agent.

Sec. 61.854. TECH-PREP CONSORTIUM ALLOTMENT

(a) In each fiscal year, the Board, as the agent of the Texas Education Agency, shall allot the federal Tech-Prep implementation money the state receives to the regional Tech-Prep consortia for regional administration according to regionally developed plans designed to meet federal, state, and regional goals. The board shall allot the money to Tech-Prep consortia in accordance with a formula adopted by the Board, after a public hearing and in consultation with interested state entities and local consortia, that addresses the differing needs of the consortia due to urban or rural

populations, special populations, number of Tech-Prep programs and students, and other factors determined by the Board.

(b) An eligible Tech-Prep consortium that desires assistance under this section must submit an application to the Board on a form prescribed by the Board for that purpose. The form must address the formula adopted by the Board under Subsection (a).

(c) If a Tech-Prep consortium has a completed application on file under Subsection (b), the Board shall make a payment in the amount of the consortium's allotment under Subsection (a) to the consortium's fiscal agent.

Sec. 61.855. GRANTS FOR TECH-PREP EDUCATION

(a) From amounts made available under Section 61.854, the Board, in accordance with this subchapter and with a formula adopted by the Board, shall award grants to Tech-Prep consortia for Tech-Prep programs described by Subsection (d).

(b) To be eligible for a grant, a Tech-Prep consortium must be composed of:

(1) a local educational agency, intermediate educational agency, area vocational and technical education school serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and

(2) one of the following institutions of higher education:

(A) a nonprofit institution of higher education that offers:

(i) a two-year associate degree program or a two-year certificate program and that is qualified as a junior college or technical college to award associate degrees under Chapter 130 or 135, including an institution receiving assistance under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. Section 1801 et seq.) and its subsequent amendments as a tribally controlled postsecondary vocational or technical institution; or

(ii) a two-year apprenticeship program that follows secondary instruction, if the nonprofit institution of higher education is not prohibited from receiving assistance under Part B, Title IV, of the Higher Education Act of 1965 (20 U.S.C. Section 1071 et seq.) and its subsequent amendments as provided by Section 435(a) of that Act (20 U.S.C. Section 1085(a)) and its subsequent amendments; or

(B) a proprietary institution of higher education that offers a two-year associate degree program and that:

(i) is qualified as an institution of higher education under Section 102 of the Higher Education Act of 1965 (20 U.S.C. Section 1002) and its subsequent amendments; and

(ii) is not subject to a default management agreement plan required by the United States secretary of education.

(c) In addition to entities described by Subsection (b), a Tech-Prep consortium may include:

(1) an institution of higher education that awards a baccalaureate degree; and

(2) employers or labor organizations.

(d) A Tech-Prep program must:

(1) be implemented under an articulation agreement between the participants in the consortium;

(2) consist of two to four years of secondary school preceding graduation and:

(A) two or more years of higher education; or

(B) two or more years of apprenticeship following secondary instruction;

(3) have a common core of required proficiency based on the recommended high school program adopted by the State Board of Education under Section 28.025(a), with proficiencies in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or postsecondary certificate in a specific career field;

(4) include the development of Tech-Prep program curricula for both secondary and postsecondary participants in the consortium that:

(A) meets academic standards developed by the state;

(B) links secondary schools and two-year postsecondary institutions, and, if practicable, four-year institutions of higher education through non-duplicative sequences of courses in career fields, including the

investigation of opportunities for Tech-Prep students to enroll concurrently in secondary and postsecondary course work;

(C) uses, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and

(D) uses educational technology and distance learning, as appropriate, to involve each consortium participant more fully in the development and operation of programs;

(5) include in-service training for teachers that:

(A) is designed to train vocational and technical teachers to effectively implement Tech-Prep programs;

(B) provides for joint training for teachers in the Tech-Prep consortium;

(C) is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and of all aspects of an industry;

(D) focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and

(E) provides training in the use and application of technology;

(6) include training programs for counselors designed to enable counselors to more effectively:

(A) provide information to students regarding Tech-Prep programs;

(B) support student progress in completing Tech-Prep programs;

(C) provide information on related employment opportunities;

(D) ensure that Tech-Prep students are placed in appropriate employment; and

(E) stay current with the needs, expectations, and methods of business and of all aspects of an industry;

(7) provide equal access to the full range of Tech-Prep programs for individuals who are members of special populations, including by the development of Tech-Prep program services appropriate to the needs of special populations; and

(8) provide for preparatory services that assist participants in Tech-Prep programs.

(e) A Tech-Prep consortium that receives a grant under this section must use the money awarded to develop and operate a Tech-Prep program described in Subsection (d).

(f) A Tech-Prep program may:

(1) provide for the acquisition of Tech-Prep program equipment;

(2) acquire technical assistance from state or local entities that have designed, established, and operated Tech-Prep programs that have effectively used educational technology and distance learning to deliver curricula and services and to develop an articulation agreement; and

(2) establish articulation agreements with institutions of higher education, labor organizations, or businesses located in or out of the region served by the Tech-Prep consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

Sec. 61.856. GRANT APPLICATION

(a) Each regional Tech-Prep consortium that desires to obtain a grant under this subchapter must submit an application to the Board at the time and in the manner the Board prescribes.

(b) An application under this section must:

(1) contain a five-year plan for the development and implementation of Tech-Prep programs;

(2) show that the application has been approved by the Tech-Prep consortium's governing board; and

(3) show that the entity selected as the consortium's fiscal agent has agreed to serve in that capacity.

(c) The Board shall approve the application if the application meets the requirements of this section and Section 61.854(b).

(d) The Board shall give special consideration to an application for a Tech-Prep program that:

- (1) provides for effective employment placement activities for students or for the transfer of students to baccalaureate degree programs;
 - (2) is developed in consultation with business, industry, institutions of higher education, and labor organizations;
 - (3) effectively addresses the issues of school dropout prevention, returning to school after dropping out, and the needs of special populations;
 - (4) provides education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and
 - (5) demonstrates how Tech-Prep programs may help students achieve high academic and employability competencies.
- (e) In awarding grants under this subchapter, the Board shall ensure an equitable distribution of assistance between urban and regional consortium participants.

Sec. 61.857. REPORT; REVIEW OF FIVE-YEAR PLAN.

- (a) Each regional Tech-Prep consortium that receives a grant under this subchapter shall annually prepare and submit to the board a written report on the effectiveness of the Tech-Prep programs for which the consortium received assistance. The report must include a description of the manner in which the consortium awarded any sub-grants in the region served by the consortium.
- (b) After the second year of the five-year plan required under Section 61.856(b)(1), the consortium shall review the plan and make any changes necessary.

3. Texas Higher Education Coordinating Board Rules

(amended January, 2000: Chapter 9. Public Junior Colleges)

Subchapter A. Definitions

9.1.13 Governing Board, Tech-Prep consortium – Consists at a minimum of representatives of each educational entity that participates in a Tech-Prep consortium which determines the policies and operations of the Tech-Prep consortium in accordance with its written by-laws and fiscal agency and personnel agreements. A representative may represent multiple entities as agreed upon by the participating consortium members.

9.1.21 Tech-Prep consortium – A collaboration of educational entities and, at local option, employer and labor organizations, and universities defined under the Carl D. Perkins Vocational and Technical Education Act, as amended, and the Texas education Code, Chapter 61, Subchapter T, Tech-Prep Education (hereinafter referred to as “the code”), which work together to implement a Tech-Prep program.

Subchapter H. Partnerships Between Secondary Schools and Public Two-year Associate Degree-granting Institutions

9.142 Authority

Texas Education Code, Sections 29.182, 29.184, 61.076(a), 61.851 through 61.855, 130.001(b)(3)-(4), 130.008, 130.090, and 135.06(d), authorize the Coordinating Board to adopt policies, enact regulations, and establish rules for public two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses which grant credit toward the student's high school academic requirements and/or college-level credit. In addition, the Carl D. Perkins Vocational and Applied Technology Education Act, as amended, and the Texas Education Code as amended by HB 2401 authorizes the State Board of Education in its capacity as the State Board for Career and Technology Education to designate the Coordinating Board as the administering agency of the Tech-Prep Education Act, or that section, part, or title of the Act referring to Tech-Prep Education.

9.147 Tech-Prep Education

(a) General Provisions

- (1) The State Board of Education, in its capacity as the Board for Career and Technology Education, is the eligible agency responsible for implementation and evaluation of all programs funded in Texas under the Act, as amended, until such time as the Act amends the provision defining the eligible agency.

- (2) The State Board of Education, in its capacity as the eligible agency, has designated the Texas Higher Education Coordinating Board as the administering agency responsible for the operation and supervision of that section, part, or title of the Act referring to Tech-Prep Education.
- (b) State Administration of Tech-Prep
- (1) The Board shall annually award Tech-Prep funds to eligible consortia in Accordance with the Act, as amended, and the Code.
 - (2) Notwithstanding provisions of the Act and the Code, annual awards to eligible consortia shall be based upon a formula which shall be adopted by the Board after a public hearing.
 - (3) To be eligible for an award, a consortium shall submit an application and all supporting documentation on an annual basis and in a manner and time frame determined by Coordinating Board staff that documents and ensures the progress of local consortium activities addressing the requirements of the Act and Code and enables the state to meet state goals, objectives, and performance criteria, and to meet federal evaluation criteria as designated in the Consolidated State Plan.
 - (4) Coordinating Board staff shall assist local consortia with the evaluation of local activities and provide technical assistance to consortia that do not meet evaluation criteria standards or upon request by the consortia.
 - (5) Coordinating Board staff shall provide oversight of all Tech-Prep activities to ensure that funds provided by the Act for Tech-Prep education are expended according to provisions of the Act and the Code.
- (c) Consortium Responsibilities
- (1) Each consortium shall create, evaluate, and maintain a long-term strategic plan that addresses goals, objectives, activities, and evaluation criteria supporting local, state, and federal goals and evaluation criteria.
 - (2) Each consortium shall develop and implement local activities and coordinate the expenditure of funds in accordance with guidelines

determined by the Act and the Code, as well as state and local goals and objectives.

- (3) Each consortium shall maintain the records on local activities and budgetary expenditures to support evaluation criteria and participate in a scheduled, systematic, evaluation program.
- (4) Each consortium shall provide reports on activities, activity outcomes, and budgetary expenditures in a time and manner as established by Coordinating Board staff.
- (5) Each consortium shall ensure that every local school district and public college and university in the consortium service area will have the opportunity to develop Tech-Prep programs of study as defined by the Act and the Code.