

Chapter Seven

Tech Prep Implementation, Grant Administration, and Program Development

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A. Laws and Rules

1. Background Information

In Texas, Tech Prep education is regulated by three legislative documents, specifically:

- a. Title II of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV Act). The reauthorization of the Perkins IV Act in 2006 resulted in some notable changes for Tech Prep. Throughout the law, there is language and intent to increase coordination between the various programs within Career Technical Education (CTE) and to augment state-negotiated accountability procedures. For new areas of emphases, see Perkins IV Act at: <http://ed.gov/policy/sectech/leg/perkins/index.html>.
- b. Texas Education Code, Title 3, Subtitle B, Chapter 61, Subchapter T [Sections 61.851 – 61.858] (Texas Tech Prep Education Act). The Texas Tech Prep Education Act was created by HB 2401 in 1999 and amended by SB 1809 in 2005. The state law is consistent with the language of the Perkins IV Act but adds certain elements unique to Texas, particularly with regard to the Recommended High School Graduation Plan and consortium operations. For additional information, see the Texas Tech Prep Education Act at: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm>.
- c. Texas Higher Education Coordinating Board Rules (THECB), Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter K. The THECB rules provide information on authority, general provisions, state administration of Tech Prep, consortium responsibilities, and evaluation of the Tech Prep programs and consortia. Complete rules are found at: <http://www.thecb.state.tx.us/index.cfm?objectid=5F372993-A130-6FD0-006158634473064A>.

2. Accountability

The Perkins IV Act made several significant changes regarding accountability and program improvement. The new law extends accountability for meeting performance indicators to local programs as well as being the state's responsibility.

The Texas Tech Prep Education Act aligns with the Perkins IV Act and adds state evaluation requirements in Section 61.858 of the Texas legislation. The THECB rules Title 19, Part 1, Chapter 9, Subchapter K, Rule 9.206 (<http://www.thecb.state.tx.us/index.cfm?objectid=5F372993-A130-6FD0-006158634473064A>) define specific evaluation requirements aligned with the evaluation criteria of the Perkins IV Act.

Under the Perkins IV Act, eligible recipients are required to accept the state levels of performance or negotiate performance measures with the state in the same way that states negotiate with the federal government. Grant recipients must annually report student progress in achieving the performance levels. The Texas Tech Prep Education Act provides for a consortium-evaluation system developed by THECB staff, in

collaboration with consortia and governing boards. The system provides for a multi-year process that allows for under-performing consortia to improve performance on agreed-upon minimum standards. The THECB requires and monitors accountability via quarterly reports and technical site visits. Additional information regarding accountability and subsequent Improvement Plans are found in the THECB rules, Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter K, Rule 9.206 (<http://www.thecb.state.tx.us/index.cfm?objectid=5F372993-A130-6FD0-006158634473064A>).

a. Institutional Accountability

The Perkins IV Act requires an annual report on the performance of CTE students. Data must be disaggregated by special populations (as defined in the Perkins IV Act) and subgroups as defined under the No Child Left Behind Act (NCLB). Unless groups are too small to preserve student anonymity, disparities between subgroups and all other students must be identified and quantified. Reports must also include quantifiable descriptions of the progress being made under each subcategory of students being served.

Public secondary and postsecondary institutions shall report annually to the TEA and the THECB data that describes Tech Prep student participation and completion. Secondary Tech Prep students must be identified and coded according to the Public Education Information Management System (PEIMS) (<http://ritter.tea.state.tx.us/peims/>). For more information on specific PEIMS coding guidelines, refer to <http://ritter.tea.state.tx.us/cte/PEIMS/index.html>.

In addition, the Perkins IV Act requires that community, technical, and state colleges provide information on a student's participation in a state-approved Tech Prep Associate of Science (AS) or Associate of Applied Science (AAS) degree. In Texas, the community, technical, and state colleges report on the CTC Student Report (CBM001). For reporting details, see <http://www.txhighereddata.org/ReportingManuals.cfm>.

b. Consortium Accountability

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. A key component of Tech Prep is program articulation, which is 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. Therefore, a major determination of local consortia success is the number of students who matriculate to postsecondary institutions and complete the appropriate awards as specified in Tech Prep articulation agreements. For more information on consortium accountability measures, refer to <http://www.thecb.state.tx.us/index.cfm?objectid=5F372993-A130-6FD0-006158634473064A>.

c. Consortium Structure and Funding

The Perkins IV Act defines a consortium as being comprised of at least one secondary partner and one postsecondary partner (<http://ed.gov/policy/sectech/leg/perkins/index.html>, Section 203).

The Texas Tech Prep Education Act defines "consortium" as "a regional collaboration of school districts, institutions of higher education, businesses, labor organizations, and other participants to work together to effectively implement" Tech Prep programs <http://www.theccb.state.tx.us/index.cfm?objectid=5F372993-A130-6FD0-006158634473064A>.

Texas law further restricts the number of consortia to those that were in existence on January 1, 2005, subject to the evaluation provisions included in Section 61.858 of the Texas Tech Prep Education Act. For more information on the existing 26 consortia, refer to <http://www.techpreptexas.org>.

Both the Perkins IV Act and the Texas Tech Prep Education Act specify the federal Tech Prep funds allocated to Texas are to be distributed to Tech Prep consortia. The Texas Tech Prep Education Act provides that consortium funds are to be allotted to Tech Prep consortia for regional administration according to regionally developed plans designed to meet federal, state, and regional goals. Determination of the consortium fiscal agent will be a local decision based on the needs and priorities of the consortium members.

3. State Goals

The Perkins IV Act requires that states and local programs report on separate core performance indicators for students. State plans must include objective, quantifiable, and measurable target performance levels for each of the core performance indicators for postsecondary students. The performance levels established in state plans must demonstrate continual progress toward improving the performance of career and technical education students.

Local programs must either accept the state adjusted levels of performance or negotiate with the state to reach an agreement on new local adjusted levels of performance. Local performance levels must also be objective, quantifiable, and measurable. States and local recipients that fail to meet at least 90 percent of any adjusted level of performance for any core performance indicator must develop a program improvement plan and with special consideration to performance gaps identified among populations.

All or a portion of state and local Perkins funds may be withheld if the state or local recipients: a) fail to implement an improvement plan, b) fail to make improvement, or c) fail to meet at least 90 percent of an agreed upon state adjusted level of performance for the same core indicator of performance for three consecutive years. Under exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the state, states may waive local sanctions. In addition, states may waive sanctions if it is determined that the recipient's

poor performance is the result of the program's small service population. (See Perkins IV Act, Title II, Section 203 at: <http://ed.gov/policy/sectech/leg/perkins/index.html>).

The Texas Tech Prep Education Act contains provisions for statewide evaluation of the performance of Texas' Tech Prep consortia in Section 61.858 of Texas Education Code, Title 3, Subtitle B, Chapter 61, Subchapter T. Additionally, the Texas Tech Prep Education Act provides rules for Tech Prep consortium that fail to meet standards, as defined in Section 61.858, in Section 61.853(f). Section 61.853(g) of the Texas Tech Prep Education Act provides for the THECB to adopt rules that specifically describe the possible consequences of a Tech Prep consortium's failure to meet minimum standards.

The Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter K, Rule 9.206 found at <http://www.thecb.state.tx.us/index.cfm?objectid=5F372993-A130-6FDO-006158634473064A> includes the following nine state goals for Tech Prep programs and consortia in meeting their performance measures.

Goal 1: Increase the number of secondary Tech Prep graduates enrolled in postsecondary institutions. Measure 1: Perkins IV Tech Prep Indicator 1STP1: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in postsecondary education.

Goal 2: Increase the number of secondary Tech Prep graduates enrolled in the same field or major at postsecondary institutions. Measure 2: Perkins IV Tech Prep Indicator 1STP2: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in postsecondary education in the same field or major as the secondary education Tech Prep students were enrolled at the secondary level.

Goal 3: Increase the number of secondary Tech Prep graduates that complete a state or industry-recognized certification or licensure. Measure 3: Perkins IV Tech Prep Indicator 1STP3: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who complete a state or industry-recognized certification or licensure.

Goal 4: Increase the number of secondary Tech Prep graduates with postsecondary credits. Measure 4: Perkins IV Tech Prep Indicator 1STP4: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level.

Goal 5: Reduce the number of secondary Tech Prep graduates enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education. Measure 5: Perkins IV Tech Prep Indicator 1STP5: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.

Goal 6: Increase the number of postsecondary Tech Prep graduates placed in a related field of employment. Measure 6: Perkins IV Tech Prep Indicator 1PTP1: The number and

percent of postsecondary education Tech Prep students who are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program.

Goal 7: Increase the number of postsecondary Tech Prep students that complete a state or industry-recognized certification or licensure. Measure 7: Perkins IV Tech Prep Indicator 1PTP2: The number and percent of postsecondary education Tech Prep students who complete a state or industry-recognized certification or licensure.

Goal 8: Increase the number of postsecondary Tech Prep students that complete a 2-year degree or certificate program. Measure 8: Perkins IV Tech Prep Indicator 1PTP3: The number and percent of postsecondary education Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program.

Goal 9: Increase the number of postsecondary Tech Prep students that complete a baccalaureate degree program. Measure 9: Perkins IV Tech Prep Indicator 1PTP4: The number and percent of postsecondary education Tech Prep students who complete a baccalaureate degree program within the normal time for completion of such program.

B. Tech Prep Education

The Perkins IV Act stipulates specific education components and activities for Tech Prep education. Details are found in Section 203 of the Perkins IV Act at:

<http://ed.gov/policy/sectech/leg/perkins/index.html>. The Texas Tech Prep Education Act is aligned with the requirements of the Perkins IV Act and provides for a common core of required proficiencies, based on the Recommended High School Graduation Plan. Details of the Recommended High School Graduation Plan can be found at: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>.

1. Components of Tech Prep implementation activities mandate that each Tech Prep program is to carry out an articulation agreement between the participants in the consortium. The agreement must consist of a program of study that combines a) a minimum of 2 years of secondary education with b) a minimum of two years of postsecondary education in a non duplicative, sequential course of study. The Perkins IV Act allows for an apprenticeship program of not less than two years following secondary education instruction. See Section 203 of the Perkins IV Act for apprenticeship specifics.
2. Educational standards must include the development of Tech Prep programs for secondary education and postsecondary education that meet academic standards developed by the state and link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education.

The Perkins IV Act mandates that a student's program of study shall lead to technical skill proficiency in a specific career field. Texas has identified and defined sixteen "career clusters" to identify the grouping of occupations and broad industries based on commonalities. Additional information about career clusters and their attendant programs of study can be found at: <http://www.careerclusters.org> and <http://www.achievetexas.org>.

3. Professional development for teachers, faculty, and administrators is mandated by the Perkins IV Act in order to enhance Tech Prep education. The Perkins IV Act authorizes business and industry professional development that supports joint training for the Tech Prep consortium and supports the needs, expectations, and methods of business and industry.

The Perkins IV Act also mandates professional development programs for secondary and postsecondary counselors. Programs for counselors are to provide information to students regarding Tech Prep programs and related employment opportunities. See the Perkins IV Act, Section 203, (c), 4 and 5 for details regarding professional development (<http://ed.gov/policy/sectech/leg/perkins/index.html>).

4. Implementation of the Federal Grant Program

The State Board of Education (SBOE), in its capacity as the eligible agency for Texas, has designated the THECB as the administering agency responsible for the operation and supervision of the postsecondary activities in the Perkins IV Act. The Texas Tech Prep Education Act provides that the THECB serves as the agent of the Texas Education Agency (TEA) in operating and supervising Tech Prep consortium funds and operations.

- a. Consortium Grant Application

The Perkins IV Act and the Texas Tech Prep Education Act both provide for an application process for consortium funds. Specifics of the application process in Texas law are aligned with federal legislative requirements. The Perkins IV Act requires that each consortium that desires to receive a grant under Title II shall submit an application to the THECB at such time and in such manner as the THECB requires. Applications are due to the THECB in accordance to the Request for Application (RFA) (accessible from the THECB website www.thecb.state.tx.us under Academic Affairs – Career Technical Programs).

Annual awards to eligible consortia shall be based upon a formula that is adopted by the THECB Executive Board after a public hearing. Procedures for applying for awards and the evaluation of applications are found in the THECB rules, Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter K (<http://thecb.state.tx.us/index.cfm?objectid=B85D3904-DC5E-04B7-5D32B7A3DF36D853>).

After all required Tech Prep program of study activities are met, the Perkins IV Act allows for additional permissible authorized activities. Supplementary activities may include the acquisition of Tech Prep program equipment, distance learning in the delivery of curricula and services, and other activities as specified in “additional authorized activities,” Section 203, (d) of the Perkins IV Act (<http://ed.gov/policy/sectech/leg/perkins/index.html>). The Perkins IV Act specifies that each application shall contain a five-year plan for the development and implementation of Tech Prep programs.

b. State Administration of Tech Prep

Board staff shall evaluate local consortia according to the performance measures and standards outlined under Texas Administrative Code 9.206 that relate to the evaluation of Tech Prep programs and consortia. THECB staff shall also provide oversight for all Tech Prep activities to ensure that funds provided for Tech Prep education are expended according to provisions of the Perkins IV Act.

5. Consortium Responsibilities

Tech Prep consortia help schools and colleges provide information to students; assist schools in the development and submission of Tech Prep programs for state approval; provide staff development activities that include, but are not limited to, curriculum alignment, articulation, and contextual teaching and learning; and provide funds to support the development of Tech Prep programs and related activities. Consortia responsibilities are provided in Coordinating Board Rule 9.205

([http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=9&rl=205](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=9&rl=205)).

6. Role of the Tech Prep Fiscal Agent

The Texas Tech Prep Education Act provides for a consortium's fiscal agent to be a community college, junior college, technical college, university, regional education service center, independent school district, or other eligible entity. The fiscal agent serves as the employer of record for the Tech Prep consortium's director and staff.

State law requires an agreement be developed between the consortium's fiscal agent and governing board. The agreement between the fiscal agent and the consortium's governing board should be aligned with the consortium's bylaws and should define the working relationships for budgetary, programmatic, and consortium operations, including personnel-related issues.

The fiscal agent must execute the provisions and assurances of the grant contract and approve all budget amendments to ensure adherence to guidelines before submitting such to the Coordinating Board. The fiscal agent must oversee the appropriate and timely expenditure of Tech Prep funds. It is the responsibility of the fiscal agent to ensure that Tech Prep funds are expended according to the guidelines set forth within the Perkins IV Act and other federal laws, rules, and regulations pertaining to federal grant funds. The consortium shall have spent at least 95 percent of its allocated funds during the previous year and not had any adverse findings during the fiscal desk review process.

The fiscal agent must maintain detailed time distribution records for staff paid from multiple sources of funds. Time distribution records shall be completed for each consortium employee on at least a monthly basis, and be an accurate reflection of the time-on-task for consortium activities related to Tech Prep. Monthly time sheets must be on file at the consortium office for a minimum of three years.

A fundamental aspect of the Perkins IV Act is that funds made available under this Act shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.

7. The Role of the Consortium Governing Board

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 may consolidate governing board members and staff with an eligible local entity to achieve administrative efficiencies and operational coordination. Members from educational institutions advise on policies for the enrollment, retention, and graduation of students from secondary and post secondary degree programs.

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. According to the terms of a written agreement between a governing board and the fiscal agent, a consortium director shall be selected. The fiscal agent serves under the terms of a written agreement between the governing board and the fiscal agent.

Further information is available in the Texas Education Code, Chapter 61, Section 61.853 (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm>) or in the Tech Prep Governing Board Handbook (<http://www.techpreptexas.org/downloads>).

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. The consortium director is responsible for the implementation and facilitation of activities as determined by the governing board.

The consortium director, as an employee, is not a member of the governing board and serves in an ex-officio role (accessible from the Texas Education Code, Chapter 61, Section 61.853, subparagraph c, found at: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm>). The director is responsible for facilitating the governing board's work and bringing the members together for meetings according to the meeting schedule agreed upon by the governing board members. The following activities can, and do, occur in governing board meetings.

The Consortium Director is to:

- a. create, evaluate, and maintain a long-term Strategic Continuous Improvement Plan that addresses goals, objectives, activities, and evaluation criteria that support local, state, and federal goals and evaluation criteria;

- b. develop and implement local programs and activities, and coordinate the expenditure of funds in accordance with guidelines determined by the Perkins IV Act and the Texas Education Code, as well as state and local goals and objectives;
 - c. maintain the records on local activities and budgetary expenditures to support evaluation criteria and participate in a scheduled, systematic, evaluation program;
 - d. provide reports on programs, activities, activity outcomes, and budgetary expenditures in a manner and time as established by the THECB staff; and
 - e. 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 Perkins IV Act and the Texas Education Code.
9. Tech Prep Articulation Agreements Between Secondary and Postsecondary Institutions
- a. Articulation Agreements

An articulation agreement is a written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution. Tech Prep programs of study are designed to provide students with a non-duplicative sequence of progressive course achievement leading to technical skill proficiency, a credential, a certificate, or a degree. Secondary and postsecondary components of Tech Prep programs are linked through both articulated credit and dual credit transfer agreements between institutions participating in the Tech Prep articulation agreement.

In Texas, most Tech Prep programs take the form of six-year graduation plans that include four years of high school and the first two years of college work. This articulated sequence provides a clear pathway for students to follow. Tech Prep programs incorporate the Recommended High School Graduation Plan or Distinguished Achievement Plan and include a coherent sequence of career and technical education (CTE) courses, at the secondary level. Tech Prep programs may also include specific academic courses appropriate to the program. College credit courses that may be included in Tech Prep programs include locally articulated courses, statewide articulated (Advanced Technical Credit-ATC) courses, academic and CTE concurrent/dual enrollment courses, Advanced Placement (AP) courses and other types of courses through which students can earn college credit while in high school.

Tech Prep articulation agreements should specify the purpose, process, program requirements, roles and responsibilities, and accountability measures of participating secondary and postsecondary institutions. The articulation agreement should delineate the college credit included and should provide information on such details as fees and tuition, eligibility requirements, prerequisites, procedures for transcription of credit, and minimum grade standards.

Secondary and postsecondary agreements vary across the state. In some consortia, Tech Prep programs of study include provisions for students to receive college credit while they still are enrolled in high school. Therefore, students should consult with their high school and regional college to determine program requirements.

b. Tech Prep Program Approval Procedures

(1) Student Enrollment Eligibility

Students enrolled in high schools participating in Tech Prep programs of study are eligible to enroll in, and receive credit for, courses designated eligible for such credit at both the secondary and postsecondary levels. Award of credit requires that students meet all the requirements as detailed in the articulation agreement and established by state law.

Students enrolled in courses in a Tech Prep program of study should follow a Tech Prep Recommended Plan and have a four-year plan on file at their high school. Students should indicate their Tech Prep intention if registering in a local Tech Prep data base.

(2) Faculty Requirements

Faculty who teach secondary courses that are eligible for local or statewide articulation shall meet the requirements established by agreement between the secondary and postsecondary institutions. External accrediting agencies may require specific, additional qualifications for high school faculty who teach courses eligible for college credit by articulation.

(3) Location and Student Notification of Additional Program Requirements or Changes

Courses eligible for articulated or dual/concurrent enrollment 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. Students who participate in Tech Prep programs with competitive postsecondary admission requirements shall be informed of the entrance requirements to the college program. Students who participate in Tech Prep programs shall be given the same consideration by the college as current postsecondary students when their program is being significantly altered or eliminated.

(4) Eligible Courses

Courses included within Tech Prep programs of study are subject to the rules governing those types of courses, as follows:

i. Locally articulated courses are subject to the rules defined in the articulation agreement made between the postsecondary institution and school district and that was approved by TEA and THECB.

ii. Statewide-articulated (ATC courses) are subject to the rules agreed upon by TEA and THECB. The rules can be found at <http://www.atctexas.org>.

iii. Dual Credit courses are subject to Texas Law and the THECB rules published in the Texas Administrative Code, Title 19, part 1, Chapter 4, Subchapter D. Details can be found at

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85).

iv. Other types of courses that may be included within Tech Prep programs of study are any of the other methods available to school districts to allow students to earn college credits in high school. These types of courses include, but are not limited to, Advanced Placement (AP) courses, correspondence courses, distance learning, and contract instruction.

(5) Grading Criteria

Prerequisites and co-requisites require that students complete all individual courses designated as prerequisites and/or co-requisites. Individually articulated courses require that the students complete the course with a grade of "B" or higher. Articulated course sequences require that the student complete all courses in the sequence with a grade of "B" or higher.

(6) Transcription of Credit

Each postsecondary institution establishes its own criteria for the award of credit for Tech Prep coursework. Remedial or developmental course hours taken at the college may not be included in the total credit hours for any Tech Prep program. Colleges can waive the residency requirement and award credit upon admission if they choose to do so.

Courses in a Tech Prep program of study 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. Locally articulated courses should be noted on the reverse of the transcript, with the name of the awarding postsecondary institution. For more details, refer to: http://ritter.tea.state.tx.us/curriculum/2009_2010AARMinimumStandards0509.pdf.

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 24 months of high school graduation.

It is recommended, but not required, that the student should declare a college course of study in the related Tech Prep program, 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.

Award of articulated and other types of credit included within Tech Prep programs must not exceed the limits for course transfer. This applies to all

methods of receiving credit, including Advanced Placement, College Level Examination Program (CLEP) exams, and articulation. In all cases, the student must meet the college residency requirement for award of the college credential. Students must meet applicable Texas Success Initiative (TSI) requirements before the college may award articulated credit.

Enrollment in a Tech Prep program does not preclude high school students from enrolling in concurrent courses at the college. Concurrent courses may require payment of tuition and fees, and may require the completion of additional documents, assessments, and/or other requirements.

10. Enhanced Skills Certificate

An Enhanced Skills Certificate may be included in a Tech Prep program but is not required. An Enhanced Skills Certificate will be approved only if the certificate would truly reflect an advanced skill level beyond the Associate of Science (AS) or Associate of Applied Science (AAS) degree; the advisory committee specifically has recommended it; and the completion of the certificate would qualify students for a higher level of responsibility or salary than would the AS or AAS alone.

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

11. 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 the 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 courses in a Tech Prep program of study 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 can be found in the Texas Administrative Code, Title 19, Part 2, Chapter 74, Subchapter B, Rule 74.12.

Each new or revised Tech Prep AS or AAS degree program must be approved by the participating institutions through development of a six-year educational program of study plan leading to an associate degree, a two-year certificate, or an apprenticeship and the signing of a formal agreement.

Program approval documents must be submitted when one of the following scenarios exists:

- a. The college is instituting a new Tech Prep program. (New Tech Prep Program)

- b. The college is converting a technical program into a Tech Prep program. This happens when a college has a technical program in place but the program has not been previously included in a Tech Prep articulation agreement. (Conversion)
- c. The college is revising an existing Tech Prep program. A college may need to re-align the Tech Prep programs of study/six-year plans when changes are made to either the college or high school program. (Program Revision)
- d. An Independent School District (ISD) is added to an existing Tech Prep articulation agreement. (Change to Add On)

For a, b, and c:

- (1) A request is made by the college and sent to TEA electronically. For Conversions (b), a copy needs to be sent to the THECB on the request also; if the request is "a" or "b", then one ISD will be included in the request. If the request is "c", then all relevant ISDs must be included in the request.
- (2) TEA reviews the six-year plan. For approval, the plan needs to have a high school Career and Technical Education (CTE) coherent sequence of courses consisting of two or more courses for three or more credits. TEA notifies the THECB and consortium of the approval via email.

For d:

- (1) An email request is made by the college, in conjunction with the consortium and ISDs, to TEA.
- (2) TEA reviews the six-year plan. For approval, the six-year plan must have a CTE coherent sequence of courses consisting of two or more courses for three or more credits. TEA notifies the THECB and consortium of the approval via email.

C. Tech Prep Examples and Forms

Forms can be downloaded from:

<http://www.techpreptexas.org/downloads/index.shtml>

2010-2011 Graduation Credit Requirements

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts †	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Research/Technical Writing ▪ Creative/Imaginative Writing ▪ Practical Writing Skills ▪ Literary Genres ▪ Business English (CTE) ▪ Journalism ▪ AP English Language Composition ▪ AP English Literature and Composition 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics †	<p>Three credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • The third credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Algebra II ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Mathematical Applications In Agriculture, Food, and Natural Resources (CTE) ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: <ul style="list-style-type: none"> ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)

† College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

Science †	<p>Two credits:</p> <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies †	<p>Two and one-half credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: <ul style="list-style-type: none"> ▪ World History Studies (one credit) ▪ World Geography Studies (one credit) 	<p>Three and one-half credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) 	<p>Three and one-half credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits †	<p>One-half credit</p>	<p>One-half credit</p>	<p>One-half credit</p>

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* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

Academic Elective	One credit from any of the following: <ul style="list-style-type: none"> World History Studies World Geography Studies Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.) 	None	None
Languages Other Than English *	None	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	One credit: <ul style="list-style-type: none"> The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. 	One credit: <ul style="list-style-type: none"> The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. 	One credit: <ul style="list-style-type: none"> The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	None	None	None
Speech	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE)
Technology Applications *	None	None	None

◆ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

Fine Arts ♦	<p>None for students who entered Grade 9 before 2010-11.</p> <p>One credit for students who enter Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV; • Principles and Elements of Floral Design (CTE) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	<p>Seven and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>* For students who enter Grade 9 in 2010-11 or later, the number of electives will be six and one-half credits.</p>	<p>Five and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) 	<p>Four and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	22	26	26

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

Tech Prep Program Conversion Approval Form

Instructions: Please mark the appropriate boxes with the letter "X" and e-mail a copy to the TEA representative at Kathleen.Park@tea.state.tx.us; and a copy to the THECB at Duane.Hiller@theeb.state.tx.us

Program Title / CIP code

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 THECB

The Tech Prep six-year plan attached, is based on 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

(Name & title of Authorized College Official)

Phone Number: _____

Email address: _____ Date: _____

Action:

(TEA Representative Signature) Date: _____

Tech Prep Program & Articulation Agreement Revision Request Form

Consortium Name: _____

Institution/College: _____

Consortium Contact Person: _____

Phone #: _____

Email Address: _____

Program Name: _____

CIP Code: _____

Program Changes:

<input type="checkbox"/>	Delete program OR program ends on:	
<input type="checkbox"/>	Revise* name of program to:	
<input type="checkbox"/>	Other/Explain:	

***NOTE:** When the program name is changed/revise, all articulation agreements relating to the program will automatically be revised in the Tech Prep Program/Articulation database.

Articulation Agreements:

<input type="checkbox"/>	REVISED – Internal revision of 6 year plan (attached).
<input type="checkbox"/>	DELETE articulation agreements for the above program for the School District(s) listed below.
<input type="checkbox"/>	Other/Explain:

School Districts:

Instructions: Please mark the appropriate boxes above and e-mail to Kathleen.Park@tea.state.tx.us.

TEA Staff: _____

Approved

Not Approved

Texas Education Agency
Tech Prep Program "Add-on" Request Form

Consortium: _____

Contact Person (Name, Address & Telephone #): _____

Program / CIP Code: _____

College: _____

School District: _____

List any one current ISD-College agreement: _____

Statement of Assurances:

I certify that an approved Tech Prep program in (name of program) exists between (name of college) and (name of ISD which has existing agreement).

I further certify that a signed articulation agreement between (name of ISD being added) and (name of college) exists for the (name of program) and is on file with (name of college) and the Tech Prep office.

Authorized Signature: _____ Date _____

Send request to Kathleen.Park@tea.state.tx.us.

Approved

Not Approved

Comments:

Six-Year Plan Specifications

*Note: The red numbers on the sample six-year plan correspond to the numbered statements listed below.

1. Submit a 6-year plan for every AS, AAS degree or two-year certificate that has an articulation agreement.
2. Submit a 6-year plan for every two-year certificate that leads to an AS or AAS degree.
3. Submit one 6-year plan for every two-year certificate or AS or AAS per school district. Within your Consortium, a 6-year plan for every high school should be developed and posted on the website.
4. Use either Word or Excel software.
5. Use landscape orientation.
6. Use white background color for all plans.
7. Use Times New Roman font.
8. Use black text.
9. Template includes all headers and logos per the sample.
10. For table headings, use High school/Secondary and College/Postsecondary.
11. One or multiple contrast background colors for all dual/articulated courses- academic and technical Use a light pastel colors only.
12. Include name of secondary CTE courses, PEIMS numbers and PEIMS abbreviations.
13. On the secondary side, include the postsecondary rubric and course number for articulated/dual classes.
14. Include postsecondary rubric, course number and course title per the degree/certificate plan.
15. Continue the continuity of the curriculum horizontally from the secondary through the postsecondary. Ex: English all the way across.
16. Make it fit one page per plan.
17. Note at bottom: Total possible college credits completed in high school = X



Tech Prep Consortium

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TECH PREP SIX-YEAR PLAN
(Recommended Graduation Plan)

College: Community College
 Program/CIP: Architectural & Engineering CAD/15.1301
 Plan: Architectural Specialization A.A.S Degree

ISD/CISD:
 Career Cluster: Architecture & Construction
 Career Pathway: Design/Pre-Construction

10 HIGH SCHOOL/SECONDARY					COLLEGE/POSTSECONDARY 10				
Subject	Freshman	Sophomore	Junior	Senior	Semester I	Semester II	Semester III	Semester IV	Semester V
English (4)	English I 15	English II	English III	English IV	ENGL 1301 English Composition I				
Math (4)	Algebra I	Geometry	Algebra II	4 th year of math	MATH 1332 College Mathematics OR MATH 1314 College Algebra				
Science (4)	Biology	Chemistry	Physics	4 th year of science	11				
Social Studies (4)	World Geography	World History	U.S. History	Government/ Economics			Social and Behavioral Science		
Phys. Ed. (1.5)	Physical Education	Physical Education							
Speech (0.5) Fine Art (1)			Fine Art	Communication Applications	Oral Communication	Humanities/ Fine Arts			
Languages (2)	Foreign Language I	Foreign Language II							
Electives	Business Computer Information Systems I (1 credit) (BEGBCIS1) PEIMS 12011200	Communication Systems ½-1 Credit (CS) PEIMS #12341420	Engineering Graphics (1 credit) (EG) PEIMS 12362630 For DFTG 1405 13	Engineering Computer-aided Drafting (1-2 credits) (ECAD) PEIMS 12511701 12		DFTG 1417 Architectural Drafting- Residential DFTG 2430 Civil Drafting	DFTG 2428 Architectural Drafting- Commercial ARCE 1452 Structural Drafting	DFTG 2432 Advanced Computer-Aided Drafting DFTG 2412 Technical	DFTG 1491 Special Topics in Drafting and Design Technology/ Technician, General

				For DFTG 2419		DFTG 2419 Intermediate Computer-Aided Drafting (TP)	Restricted Elective	Illustration and Presentation Restricted Elective	DFTG 2472 Architectural Modeling 14 Restricted Elective
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Total possible college credits completed in high school = 26
17