DOCUMENT RESUME

ED 392 885 CE 070 861

TITLE	Delaware State Consortium on Technical Preparation Programs. Policy and Procedure Manual.
INSTITUTION	Delaware Statewide Vocational - Technical High Schools.; Delaware Technical and Community Coll., Dover.
SPONS AGENCY	Delaware State Dept. of Public Instruction, Dover.; Department of Education, Washington, DC.
PUB DATE	Sep 94
NOTE	71p.; Cover title varies slightly.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Articulation (Education); Career Education; Consortia; High Schools; Postsecondary Education; Program Development; Program Implementation; *Tech Prep; Vocational Education
IDENTIFIERS	*Delaware

ABSTRACT

Tech prep is a program of at least 2 years of structured high school training that leads to a postsecondary degree or certificate. Tech prep programs contain a rigorous common core of mathematics, science, communications, and technology at the secondary level that are geared specifically to a technical career path. Based on the Delaware experience, this manual provides a structured approach for counselors, students, and parents to use in selecting a tech prep program of study for a high school student who intends to enter a technical career. The manual contains proposed programs of study that provide sequences of courses that assure that academic and technical content are taught in a coherent and sequential manner. Typical programs are suggested. The manual contains six sections. The first section presents a model of program organization. It includes information on these topics: administration, partnership, articulation, articulation agreements, business-industry-labor cooperation, committees, the Developing a Curriculum (DACUM) process, and career guidance. Student progress is the topic of the second section, which includes information about the high school phase, student recruitment, the postsecondary transition, credits, placement tests, postsecondary programs, and visiting instructors. The third section outlines the methods and needs of data collection in a tech prep program, including the following: teacher data collection, postsecondary procedures, evaluation and assessment, descriptive studies, admission criteria, achievement score comparisons between tech prep and other students, and a flowchart of the process. The fourth section highlights the school and community tech prep model, including program entry and admission to higher education; the fifth section concentrates on operation of the Delaware Consortium for Tech Prep and the responsibilities of each of the participating groups, which are further clarified in the sixth section. (KC)

Tech Prep Delaware

State Consortium on Technical Preparation Programs

POLICY AND PROCEDURE MANUAL

Outstanding Tech Prep Program National Award for 1993
American Association of Community Colleges

Supported by The State of Delaware and The U.S. Department of Education

DELAWARE CONSORTIUM ON TECHNICAL PREPARATION PROGRAMS

POLICY AND PROCEDURE MANUAL

Statewide Vocational-Technical and
Comprehensive High Schools
with
Delaware Technical & Community College
Delaware State University
Wilmington College

Dr. James R. Campbell
Executive Director

September 1994

BOARD OF DIRECTORS

Jefferson Adams
Superintendent
POLYTECH School District

Manera A. Constantine
Executive Director
Delaware Advisory Council on Career and
Vocational Education

George L. Frunzi
Superintendent
Sussex County Vocational-Technical School District

Thomas S. Kubala
President
Delaware Technical & Community College

Dennis L. Loftus
Superintendent
New Castle County Vocational-Technical School District

Iris T. Metts
Superintendent
Christina School District

Charles E. Moses
Superintendent
Milford School District

Henry Harper
Campus Director & Special Assistant to the
President for Academic Affairs
Delaware State University

Jack P. Varsalona
Executive Vice President
Wilmington College

Thomas Zappacosta
President
Christiana Construction Company

Lewis L. Atkinson, III
Educational Associate and Team Leader
Vocational-Technical Education
Department of Public Instruction
(Ex-Officio)

James R. Campbell
Executive Director
371-A West North Street
Dover, Delaware 19904-6713
739-6163
739-6171 (FAX)

WHAT IS TECH PREP?

Tech Prep is a program of at least two years of structured high school training that leads to a postsecondary degree or certificate. Tech Prep programs contain a rigorous common core of mathematics, science, communications and technology at the secondary level that are specifically geared to a technical career path. The purpose of this document is to provide a structure for counselors, students, and parents to use in selecting a Tech Prep program of study for a high school student who intends to enter a technical career. These programs of study have a dual purpose; direct entry into a career field, or preparation for postsecondary education. In many cases students will chose both options after graduation.

Preparation for a technical career requires as much planning as the preparation for college. Today's workplace is becoming increasingly more sophisticated. If our state and nation are to be competitive in the world workplace, we must better prepare our youth for both their technical career and for further learning. There is no longer a dichotomy between school and work. The modern workplace requires greater academic skills than ever before and requires that our students be able to combine both their academic and technical studies on the job.

The proposed programs of study presented here provide sequences of courses that assure that academic and technical content are taught in a coherent and sequential manner. These programs may lead to a diploma or associate degree. Typical programs are suggested. Students who participate successfully in these suggested courses of study will be prepared to enter any postsecondary technical institution.

TABLE OF CONTENTS

I. Program Organization Model

II. Student Progress

III. Data Collection & Evaluation

IV. School and Community

V. Consortium Operation

VI. Partnership Responsibilities

History

A workshop was held in February of 1986. Members of the DT&CC staff were present. Guidance counselors and administrators were present representing each Kent County school district. There were twenty-five (25) participants over the two-day period. Specific articulation agreements were signed with three programs between DT&CC and Kent County Vocational Technical School District. The single most important achievement was the agreement on the awarding of credits for advanced placement at Delaware Technical & Community College.

Staff members from high schools and DT&CC, currently cooperating in articulated programs, come together and discuss program problems/needs on an annual basis. Skill competencies are refined thus improving articulation between secondary and postsecondary programs. A second group consists of staff members planning new articulated courses scheduled for implementation each September. Facilitators are available to assist both groups in meeting their workshop goals. Experts in the area of articulation are invited to speak. A specific program time-line is generated for the implementation of each articulated program.

This document is contained on microfiche and may be obtained from Eric Document Reproduction Service (EDRS) 1-800-443-3742. The listing is ED 332016 Tech Prep Policy and Procedure Manual.

I.

PROGRAM ORGANIZATION MODEL

ADMINISTRATION

The Consortium Board of Directors establish the policies and procedures for conducting the statewide Tech Prep activities and determines the budget. The Executive Director and staff execute the day to day operations. One of the member agencies acts as the program financial agent. This agent may be changed at the discretion of the Board.

PARTNERSHIPS

The Executive Director and staff promote the formulation of partnerships. A partnership may be formed between a single secondary and postsecondary institution or several agencies, as in Sussex County. In Sussex, our community college campus is functioning with approximately eight high schools to facilitate planning and articulation. The county partnership concept was expanded to New Castle and Kent in September 1994.

Once a partnership is formed, the Consortium arranges workshops for partner members to examine programs of study and course content for associate or baccalaureate degree technologies. Course competencies are examined and compared. The first priority is to certify the program as preparatory for admission to the degree program. Secondly, we compare competencies in courses that may overlap between secondary and postsecondary. In these cases, we declare the secondary course eligible for articulation thus creating a seamless effect permitting students to matriculate in the postsecondary program without repeating skills already mastered. To qualify for advance credit the student must master each course competency at the 85% level or above.

ARTICULATION PROCEDURES

Steps

1. Secondary and postsecondary institutions agree on a technical area (as defined in the Perkins Vocational Act) that can be articulated.

2. A workshop is scheduled so that instructors from secondary and postsecondary schools can meet and discuss (a) Program Content (b) Scope and Sequence (c) Goals and Objectives (d) Specific Course Competencies (e) Instructional Materials (f) Equipment (g) Textbooks. (See Workshop Paradigm - Next Page)

3. Where there are areas of weakness in the secondary program, recommendations are made to strengthen the program so that it meets the postsecondary criteria.

4. Where courses initially meet or with modification meet the requirements in (2) above, the course is designated as an articulated course.

5. As many courses should be articulated as feasible within a technology in order to strengthen the appeal of advance credit.

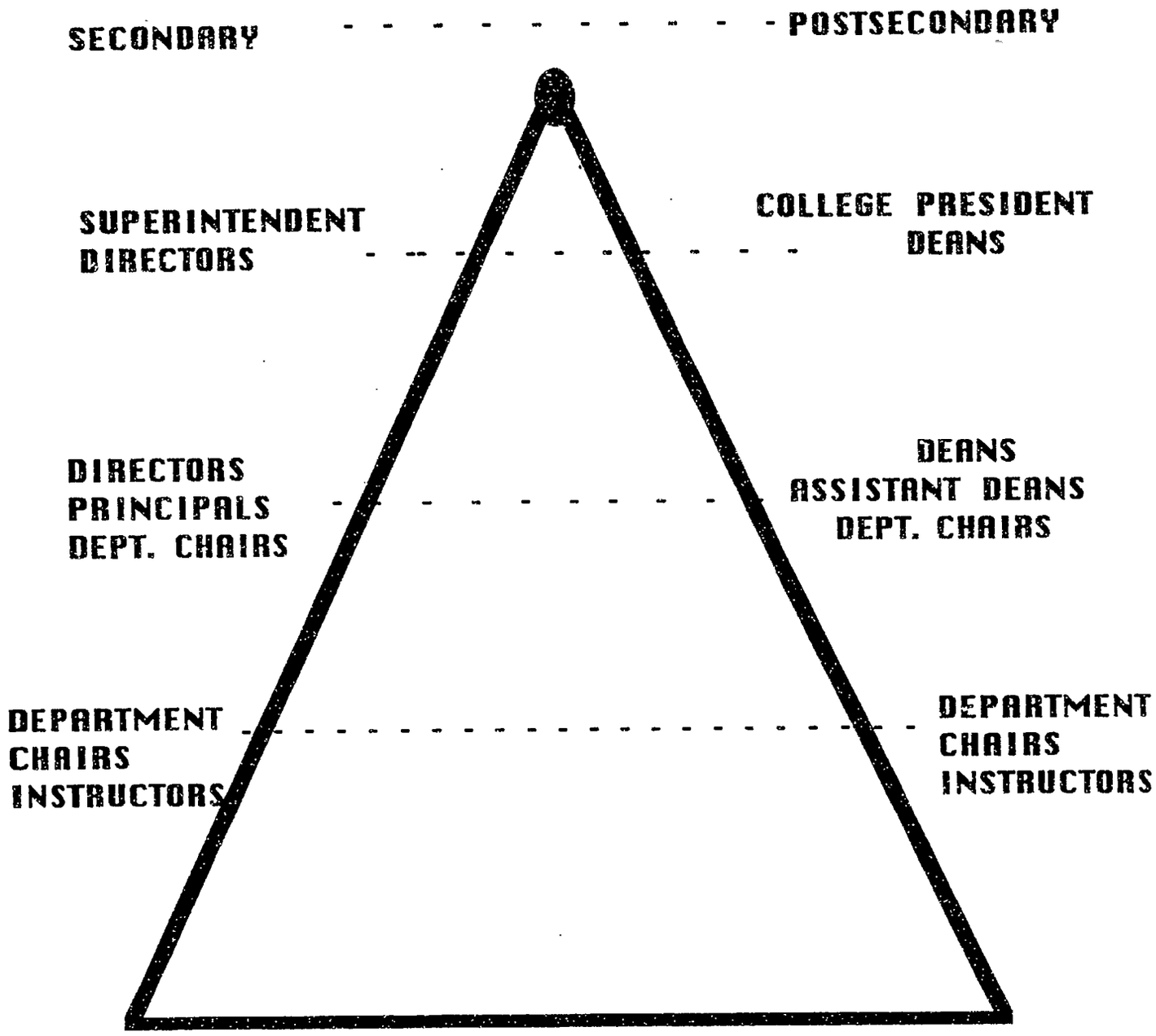
6. Once there is adequate technical articulation, staff can begin to consider support for core curricula courses such as Math and Science. Several workshops may be needed to finalize the product.

7. All articulated courses and caveats are specified and the process ends when both institutions formally adopt and sign an "articulation contract."

8. Articulation contracts should be reviewed annually. Follow-up meetings should be scheduled between staff members to maintain lines of communication.

9. As many as eight courses or twenty four (24) credits may be articulated for advance credit in each technology including related academic courses. These credits are accrued by students without a tuition charge and are not subject to test by examination.

ARTICULATION WORKSHOP PARADIGM



SAMPLE

DELAWARE TECHNICAL & COMMUNITY COLLEGE
STANTON CAMPUS

AND

COLONIAL SCHOOL DISTRICT
WILLIAM PENN HIGH SCHOOL

AGREEMENT TO ARTICULATE

Copies Signed_____
Copies Distributed_____

Delaware Technical & Community College, Wilmington Campus
and
New Castle County Vocational Technical School District

AGREEMENT TO ARTICULATE

OCTOBER 1993

Whereas it is the desire of Delaware Technical & Community College and the Howard Career Center to provide expanded educational opportunities to the citizens of New Castle County and,

Whereas it is the intent of the two systems of education to reduce overlap and duplication of education programs that are similar in content.

Be it herewith resolved that this Agreement to fully support a working Articulation Process between similar education programs of the two education systems is established.

Through participating in the Articulation Process, representatives of both systems of education will mutually recognize the value of education programs provided by each institution. Participating instructors in the secondary and college levels will formally teach from a list of core competencies based on job tasks requirements.

Annual review of the articulated task objectives, and minimum competency standards will be necessary to ensure that a valid education continuum is serving the needs of the students and the community. This annual review will take place at mid-year.

Where overlapping or duplication of instruction appears to be evident, an attempt will be made on the part of both systems to identify methods of advance placement or the granting of credit for past learning experiences.

As new programs are offered at either level of education, articulation efforts will be explored and implemented where feasible.

Both educational systems will cooperate toward developing, disseminating, and presenting occupational information to students within the public school system concerning the process of choosing a career. Such information will include, as a minimum, an orientation on career programs at the secondary and postsecondary levels and the articulation agreements that have been made between the two systems of education.

This agreement may be renewed or modified by the Campus Director of Wilmington Campus and the Superintendent of the New Castle County Vocational Technical School District, or their designees.

Dr. Dennis Loftus
Superintendent
New Castle County Vocational
Technical School District

Dr. Connie Winner
Dean of Instruction
Delaware Technical & Community
College, Wilmington Campus

Advanced credits earned by secondary students will be held in escrow by Delaware Technical & Community College until the student has successfully completed one quarter of instruction after enrolling at Delaware Technical & Community College. At the end of the first quarter, the respective campus Deans of Student Services will enter the appropriate credits into the college transcript.

MEMORANDUM OF AGREEMENT

Delaware Technical & Community College, Wilmington Campus
And
Howard Career Center

Office Systems

1. Students completing courses in Office Systems as specified below, will upon the recommendation of the high school teacher, receive advance credit as designated to Delaware Technical & Community College.

2. Students must master 100% of the contracted course competencies at the 85% achievement level.

3. Students taking additional courses at the Wilmington Campus must meet all prerequisites for these courses.

4. These courses are:

OFS 121	Keyboarding
OFS 110	Basic Keyboarding
OFS 132	Word Processing Referencing
OFS 140	Word Processing Concepts
CIS 107	Intro To Computer & Applications

DT&CC, Wilmington Campus
Office Systems
Dept. Chair

Howard Career Center
Office Systems
Dept. Chair

Dean of Instruction
DT&CC, Wilmington Campus

Superintendent
New Castle County Vocational Technical
School District

Entry to College with Advance Standing

This is the ultimate objective of our model. However, one can easily assess that it is not accomplished without difficulty. Staff members must agree to the sequenced competencies, institutions must agree to cooperate, and the concept must be acceptable to the eduction community and our students. A comprehensive examination of current national programs and problems may be found in Avenue for Articulation, The National Center for Research on Vocational Education, Ohio State University.

The Delaware project has been in operation since 1986, and the signs indicate that:

(A) Student acceptance is highly positive.

(B) Public acceptance is growing.

(C) Institutional staff involvement is positive and growing rapidly. New programs are planned.

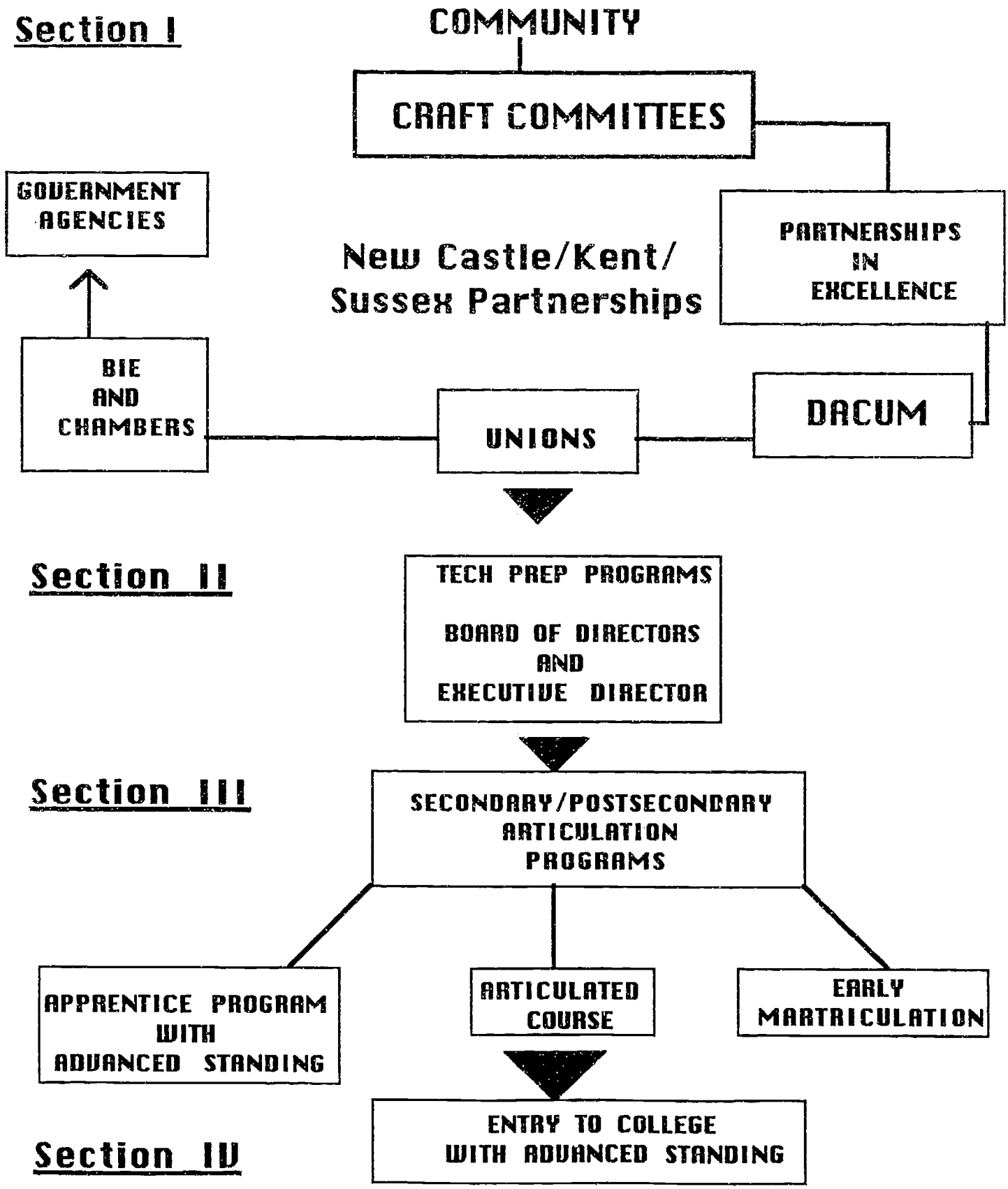
(D) A public relations effort has been organized and implemented.

(E) A student educational accounting system has been organized and is accessible through the statewide educational computer system (ECS).

(F) Workshops are organized and conducted continually. Workshops completed to date have been rated highly by participants.

For an up-to-date review of specific program data, enrollments and a general progress report, one can obtain, Tech Prep: Program Description Booklet, Delaware Consortium on Technical Preparation Programs, the Delaware Tech Prep Annual Report, or Delaware Tech Prep Evaluation Model.

BUSINESS-INDUSTRY-LABOR ORGANIZATION MODEL



Description of Craft Committee and Partners in Excellence

The comprehensive and vocational technical high schools formulate craft committees for each course of instruction taught in each school. From these craft committees, members join a small group representing the entire district and are identified as Partners in Excellence.

The craft committees advise on the specific curriculum needs of their craft while the Partners advise the district on policy and procedures related to curriculum development or revision. The Partners also serve as outreach agents into the community.

Both groups are encouraged to actively participate in an advisory capacity and to impact on the scope, sequence and technical development of our curricula.

Description of DACUM

The consortium recommends that the DACUM process be the vehicle through which business and industry can impact on curriculum development. DACUM is an acronym for "Developing a Curriculum." This method is highly touted by the National Center for Research in Vocational Education, Ohio State University. The basic premise states that the technical professionals are those individuals who earn their living performing on the job daily. They know the duties and tasks necessary to be successful at the job. By convening a panel of eight to twelve such professionals, recruited from the craft committee members including the "Partners," trained facilitators begin to elicit from the panelists the pertinent duties and tasks performed on their job. Then the facilitators encourage the panelists to identify: (a) the worker traits and attitudes; (b) knowledge; (c) special skills; (d) tools and equipment needed to be successful. Upon the conclusion of identifying categories "a through d," the facilitators should have a comprehensive framework to assist the teachers in restructuring the content of the instructional course of study.

The remaining task is to identify and list the specific competencies and evaluation criteria under each unit. However, this latter phase is left to the instructor.

The participating professionals have impacted on the curriculum through a positive contributory process. Quite often they provide additional free resources to the district/school. Members of the DACUM panel are always asked to return on an approximate six month schedule to observe the classroom and evaluate the curriculum content.

Union Involvement

While our high schools must continue to seek the technical expertise of the business community, the district personnel must also maintain close cooperation and involvement with the various union representatives. Trade and technical courses still lead to apprenticeships, journeyman status, licensing, and finally to full union membership. For our graduates, these access roads must remain open. The unions must be represented across the board on craft committees and within the partners group. Our two largest contributors at this time are UAW and IBEW.

Description of BIE and The Chambers

In Delaware, we are fortunate to have a group known as BIE, the Business, Industry, and Education Alliance. This group meets in each county on a quarterly basis and interacts with various business, labor, industrial, community and educational groups. Problems and solutions are discussed on a wide range of topics concerning both business and education. Several unique and outstanding programs involving both community groups and student groups have originated with BIE. More importantly, however, BIE continues to facilitate a cooperative effort and encourage active participation by business.

The various state and local chambers of commerce participate in Tech Prep. The chambers are a valuable public relations arm and specific public relations plans should be implemented by the districts relying on the expertise of chamber members. The chamber members have a multitude of experiences that are utilized by our state model. The subcommittee of the State Chamber on Retailing has been particularly active forming a speakers bureau, assisting students preparing for state and national DECA and donating merchandise to school stores.

Description of Government Agencies

The final element or as we perceive it, the cement that binds the model, is state government. The agencies within our state that impact on the model are the Department of Public Instruction, State Board of Education, the Department of Labor, the Delaware Development Office, the Legislature and the Executive Branch.

In Delaware, with the current emphasis on economic development, we are beginning to build broad base approaches which include contributions from many agencies. As the executive branch determines the statewide budgetary priorities and the legislature concurs, the agencies mentioned above begin to implement the short and long range action plans designed to enhance our vocational-technical delivery system and enhance economic development. In this administration, interagency cooperation is flourishing and positive outcomes are resulting.

Delaware is one of the few states that supports its Tech Prep program with state funding.

SECONDARY-POSTSECONDARY

While the priority of the Consortium is to organize workshops for the partners in developing curriculum and certifying articulation agreements, the Consortium offers a wide range of in-service opportunities. These include:

A. Planning and Implementation of Tech Prep - Administrators.

B. Recruiting Students To The Program - Counselors.

C. Reorganizing the School Through Occupational Clusters - Principals and Superintendents.

D. The Applied Integrated Method is Best - Instructors/Secondary and Postsecondary.

E. Writing Across the Curriculum - Deans - Directors - Instructors.

F. Student Assessment For Career Selection - Counselors.

G. Career Choices™/Selecting The Right Career - Instructors and Counselors.

METHODS & STRATEGIES

Based on the empirical research and the practical applications proven in the classroom, the Delaware Consortium On Technical Preparation Programs, endorses instructional presentations which utilize the applied and integrated methodology.

Research supports the premise that a measurable segment of our school population learns more quickly through applied methods than from theoretical explanations.

Subsequently, our Consortium schedules workshops that specifically prepare teachers in the instructional applied methodologies. We are currently utilizing materials developed by CORD and AIT but are open to curricula developed for applied methods from all sources that effect positive achievement. The applied methodology is applicable at both the secondary and postsecondary levels.

Strategically, as a prelude to systemic change, our Consortium supports reorganization of high schools through "cluster departmentalization." Traditionally, high schools, vocational and comprehensive, organize by academic discipline and the math teacher never sees or speaks to the drafting teacher. In the "cluster department," staff is organized around a career area i.e. "construction." Staff meet weekly and plan integrated activities based on a theme. The department for the "construction cluster" includes teachers from carpentry, drafting, math, english, science and social studies. In the "construction cluster" there may be several teams. A theme is selected, joint activities are developed and planned that support each technical-academic theme. Coined by our secondary partner, Sussex Tech, we call this integrated approach **Techademics.** Since 1992, we have offered eight in-depth workshops supporting staff development of applied technology and cluster team development in coordination with the Delaware Advisory Council On Career and Vocational Education.

CAREER GUIDANCE & SELECTION

Considered by many experts as the base to future Tech Prep success, the Fiscal 95' priority for our Consortium is Career Guidance and Selection. We advocate a K-12 program with preliminary examinations of student interests beginning in grade 8. Prior to that time, students should be presented with information and enjoy developmental tasks dealing with real time occupational choices.

During grade 8, our model emphasizes a series of tests including academic - technical achievement, personal interest inventory and aptitude assessments. Armed with these data, the counselor schedules a student - parent conference to assist the family and student in selecting an appropriate high school program. High school clusters are then formulated on the basis of these career interests and selections.

In grade 8, or at the latest grade 9, we strongly recommend that students participate in a program entitled Career Choices™ which is a humanistic teacher - student interactive approach to self identification, career direction and preliminary career selection. Specific occupational selection may not come until grade 11 or later, but through this approach, we believe the foundation has been set. Career Choice™ uses an applied academic method in math, communications and social science that correlates to our recommended classroom strategies.

This program may be enhanced by the adoption of two additional resources. First, we recommend the Portfolio Assessment Program and second we recommend that a computerized occupational search program be adopted so students may investigate specific information in occupational areas of interest.

Our workshop priority during 1993-94 and 1994-95, will be in the area of Career Guidance and Selection.

II.

STUDENT PROGRESS

STUDENT PROGRESS MODEL

SECTION I
HIGH SCHOOL PHASE

RECRUITMENT

ENROLLMENT

ADVANCE CREDIT

FINAL SECONDARY YEAR

SECTION II
TRANSITION TO POSTSECONDARY

SELECTION

PLACEMENT TEST

REGISTRATION

ENROLLMENT WITH ADVANCE STANDING

HIGHER EDUCATION

STUDENT PROGRESS MODEL

HIGH SCHOOL PHASE

Recruitment

Presentations are developed and offered to students statewide in grades 8 and 9. Presentations are made to students in their current school of attendance and coordinated through the vocational administrative and guidance staffs. The presentations may take various forms. They may be films, slides, handouts, transparencies or utilization of the Youth Speakers Bureau.

Delaware legislation provides an option for one Career Guidance and Placement Counselor (CG&PC) in each vocational technical high school in the state. Other high schools also have an option to assign a (CG&PC). The priorities for these counselors include presentations to middle schools in an effort to inform middle school students of the available choices for their best career opportunity.

The Youth Speakers Bureau is a concept developed by the Public Relations Subcommittee of the Business, Industry, and Education Alliance (BIE). High school students and recent graduates who have been successful in a chosen technical occupation accompany the professional guidance counselors from the technical centers and comprehensive high schools to assist in the recruiting seminar.

Normally, the guidance counselor from the technical center schedules a seminar with the home school principal and makes the presentation.

In order to ensure that all eligible and interested students have an opportunity to learn of "Tech Prep" programs, a brochure has been developed for distribution to schools and direct mailing to homes. Thus, students who may have been absent are not left out.

Billboard designs and spot radio announcements have been developed. This approach is being developed to inform the general public of

"Tech Prep" programs, develop public confidence and support, encourage students who have not made a final decision on their high school career to consider Tech Prep and establish the Tech Prep Logo as a recognition symbol for excellence in the community.

Students are required to register if they wish to participate in any one of the three transition stages. See Work/Apprentice & Postsecondary. The enrollment registration form submitted to teachers instructing in articulated courses qualifies the student as a Tech Prep candidate.

Interested students may contact either their home school counselor or the vocational technical center counselor to initiate a transfer to the technical center for the impending school year or enroll in a Tech Prep program in their home comprehensive high school.

The candidate should be tested using various instruments to determine basic English and Math skills, I.Q., spatial relations, reference ability, manual dexterity, and vocational interest. A conference should then be scheduled between the student, parents and counselor to review the testing results and the vocational interest survey. a career cluster is selected and the student enters grade nine (9) in a technical center. In grade nine (9) heavy emphasis should be placed on basic skill development and a technical or advanced math course should be scheduled. The career cluster is an exploratory experience offering the student an opportunity to test several related course specialities. A follow-up counseling session should be held to assist the student in a speciality selection for grade ten (10).

Our technical centers must not schedule nor organize the curriculum in such a way as to lock students into a cluster. They must permit flexibility and offer corresponding courses that will allow the student to change clusters or transfer to college preparatory programs. See our "Sequential Curriculum Planning Guide For Combined Secondary and Postsecondary Technical Education."

In our full time technical centers, students enter in grade nine (9) and pass onto grade ten (10). Currently, Delaware has converted to full time vocational technical schools and we offer academic instruction at these centers organized around a cluster team teaching concept.

Definition

Students qualify as a Tech Prep candidate in one of three types of programs. The work transition program is designed to assist students who wish to begin work upon graduation from high school. These students follow a prescribed course of studies designed to qualify them for immediate job entry with competencies specific to the job.

The apprentice transition program concentrates on preparing technical and industrial students to leave high school and enter apprentice training at either a competency level or advance standing level. Under advance standing, students have excelled in the related academic phase and additional classroom hours up to a full year may be waived, thus offering the student more time to devote to On-The-Job-Training (OJT). This process will speed the entry time and is designed to increase apprenticeship training participation immediately upon graduation from high school.

Postsecondary Transition

Postsecondary transition is the third and largest segment of our enrollment efforts. Secondary-Postsecondary partners are continuously meeting to review sequenced unduplicated curricula leading to an associate degree. In many instances, due to competency levels achieved by secondary students, it is unnecessary to repeat certain courses. These courses upon mutual agreement between partners are "articulated' for advance credit. Students enrolled in "Articulated" courses are eligible for advance credit. Whether the student earns advance credit or not, instruction in these high school courses is designed to eliminate postsecondary remedial programs.

Advance Credit Phase

Once an articulation contract has been signed, students enrolling in that course may elect to pursue the advance credit phase. The students are required to achieve an 85% final grade on all competencies.

The instructor then follows a prescribed procedure that either initiates a new student account or adds information to an existing student account keeping a current file on advance credits earned. These accounts are then correlated to the Department of Public Instruction's Educational Computer System (ECS) and eventually transferred to the cooperating postsecondary institution.

Upon graduation from high school, the advanced credits will be assigned as earned by the student essentially reducing the time needed to graduate with an Associate Degree. In short, the objective has been reached and simply stated, articulation permits students to pursue postsecondary programs without requiring students to repeat skills they have already mastered in high school. Thus students, institutions, and the state save time, money and eliminate the duplication of efforts.

Student Accounts

Upon registering in an articulated course for advance credit, the high school student becomes a Tech Prep student. Based on the demographic information provided, a student account is opened on the Consortium computerized data base. (See Student Registration Form II.-5A)

Once the account is opened, additional information is collected and entered. These data include: (1) advance credits; (2) course nomenclature and description; (3) credits required for A.A.S. degree graduation and a running balance; (4) placement test scores.

TECH PREP | | DELAWARE

STUDENT REGISTRATION FORM

1994-95

Please type or print all information. Leave no blanks.
(Ask your teacher for any assistance.)

Student's Last Name: _____ First: _____ Middle: _____

Student's Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Social Security Number: ___ - ___ - ___

Sex: ☐ Male ☐ Female Date of Birth ___/___/___

Ethnic Group: (Check One) ☐ American Indian-1 ☐ Black-2 ☐ Asian-3 ☐ Hispanic-4 ☐ White-5

Present Grade Level: _____ Expected Year of Graduation: _____

Office Use Only: **Codes - School** _____
Teacher _____
Course _____
Credits _____
Campus _____

_____
Student's Signature

ALL INFORMATION IS CONFIDENTIAL BY FEDERAL LAW
Return the completed form to your teacher.

POSTSECONDARY PHASE

Selection

In high school, the Tech Prep candidates are evaluated during the marking period by the instructor. At the end of the marking period, the counselor checks to see if the candidate has an average of 85%. Candidates must pass the College Placement Test in order to qualify for admission to the participating College.

Placement Test

The Career Guidance & Placement Counselor (CG&PC) coordinates with the Delaware Technical & Community College admissions office and arranges a date and time for the candidates to complete the placement test. A roster with names of the candidates is forwarded to the placement office. The admissions office administers the test, scores the test,and requests that candidates complete an application for admission. These tests may be administered at the college or at the high school in an individual or group setting.

POSTSECONDARY PROGRAM

When the student approaches the end of his/her high school senior year he/she can, if they wish, request to become formally enrolled in an A.A.S. degree program. Students participating have their advanced credits registered and tracked on the statewide/DPI-ECS computer system. Data is accessible to administrators, counselors, and instructors from each high school and participating Colleges', but can only be adjusted by authorized personnel in the Tech Prep Office. There are appropriate access codes to reserve confidentiality.

Meeting all admissions criteria, the student transcript is initiated but, advance Tech Prep credits are held in escrow for one semester. There are two reasons: (1) We are assured after one semester that the student is fully qualified; (2) the procedure prevents students from entering and transferring to another institution with their advance Tech Prep credits also being transferred to another institution.

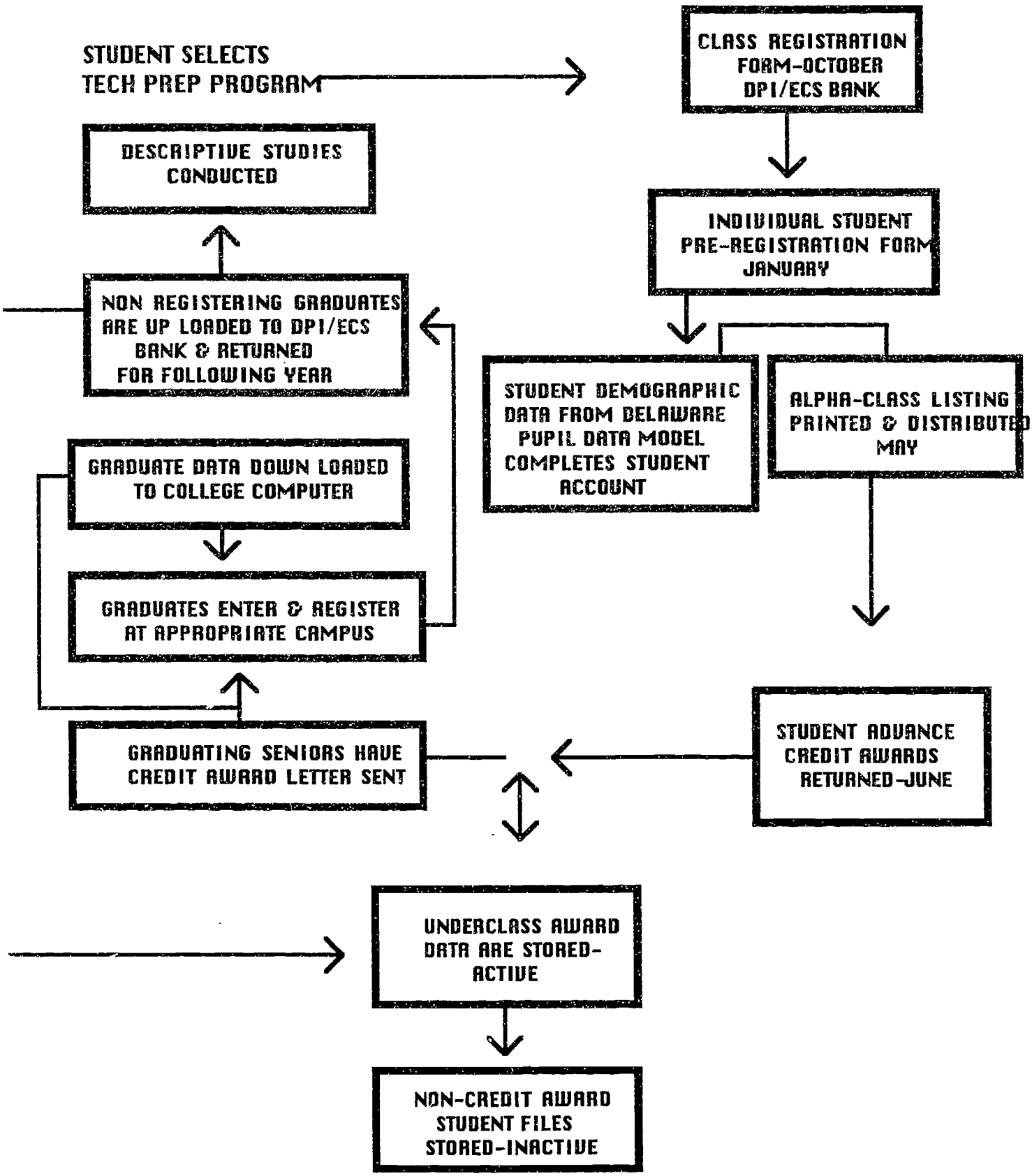
Visiting Instructor Program

Visiting Instructor Program is offered to participating high schools who have advance credit agreements with one of our in-state colleges. Specialty courses are difficult to man. Often, high schools do not have either the enrollment nor resources to schedule specialty courses. The VIP program permits a qualified instructor from the college to conduct a specialty course for advance credit at the high school. Tech Prep provides the necessary instructional materials and provides all financial support. The high school is only responsible for providing space and recruiting students interested in attending.

III.

DATA COLLECTION & EVALUATION

TECH PREP DATA COLLECTION & EVALUATION MODEL



TECH PREP DATA COLLECTION AND EVALUATION MODEL

INTRODUCTION

The Tech Prep Data Collection and Reporting Procedures were agreed upon by the Evaluation Committee composed of various technicians and administrators from Delaware's public secondary and postsecondary education sectors.

The procedures were established with three priorities in mind:

1. Transition of academic and demographic data from the secondary file to the postsecondary file.

2. A permanent record of these data would be maintained in order to report the base line data and perform correlations to ascertain program effectiveness.

3. Simplify the process so that our classroom teachers were not burdened with unnecessary paper work.

TEACHER PROCEDURE

We believe the following procedures will help accomplish these priorities

1. In late September or early October, after a short publicity and information campaign is conducted in each Tech Prep school, the classroom teachers will ask students if they wish to pursue the Tech Prep advance credit phase of the course.

2. The teacher enters the number on a class registration list and this list is returned to Tech Prep. The list originates at Tech Prep and is generated by the articulation contract. The list specifies all generic information before it arrives on the teacher's desk.

3. From the Class Registration List, Tech Prep responds by mailing the appropriate number of brochures, student handbooks, decals, bumper stickers, and Student Pre-registration packets to each teacher. Students take the promotional materials home to discuss with parents. They fill out the pre-registration and parent permission forms that are distributed by the teacher and return the forms to the teacher. The registration form is mailed back to Tech Prep in a self addressed envelope. The teacher maintains the parent permission form. The student only provides five distinct pieces of information on the pre-registration form: name, address, date of birth, year of graduation, and social security number. Additionally, the packet contains a copy of the secondary Tech Prep curriculum the student needs to pursue and a corresponding degree program from the appropriate college. Materials on matriculation, admissions, scholarship and contact counselor at the college are also included..

4. The information from the pre-registration list generates two actions. Once the Tech Prep data are entered on the Department of Public Instruction/ECS system, this will activate a request from the Delaware Pupil Data Model to provide the remaining discrete demographic information for each pre-registered student. A class alphabetical Tech Prep roster is printed for that section. On an individual basis, students may be added or dropped from the system using the drop/add class list.

5. The alphabetical class list is mailed to teachers in late May leaving ample time for individual adjustments and time for teachers to evaluate the advance credit standing for each student.

6. At this point, to award credit, the teacher simply circles the credit award winners with a red marker and returns the form to Tech Prep.

The Total Obligation Is 10 Minutes Per Year

A. Teachers write the number of student enrollments on the class registration form and mail it in a self addressed envelope/state mail.

B. Distributes, checks, and returns course pre-registration forms via state mail in self addressed envelope.

C. Circles names of credit winners and returns list to Tech Prep via state mail in self addressed envelope.

DPI/ECS PROCEDURE

After Step 6, on a preceding page, the remaining work centers on the transfer and retention of various data between secondary/postsecondary institutions.

1. When the pre-registration forms arrive, the data are entered on the Tech Prep Consortium computer and if the student is new, a file is originated.

   If the student is already active, the new data are added to the existing file.

2. The file is down loaded to the DPI/ECS computer. From the Delaware Pupil Data Model all other required demographic data are extracted and added to the existing file.

   These data will included sex, race, educational or physical handicap, address, and available educational data already in ECS files. Eventually these data will be used to generate evaluation and assessment reports.

3. The pre-registrations will then be used to generate an alphabetical Tech Prep Credit Award Class List for each teacher/classroom pursuing an articulation program.

POSTSECONDARY PROCEDURE

After the teachers return the credit award class list, these data are entered into the student file. The following steps then take place:

1. The files are split into two divisions, non-credit students and credit award students. The non-credit group is retained but not expunged. These data may prove to be valuable in the future.

   The credit award group is split into two divisions: underclassmen and graduating seniors.

2. Graduating seniors are sent letters of "Advance Credit Award" with instructions as to proper college registration procedures. The instructions also provide the name and phone number of the college campus contact counselor. The college receives a copy of the graduation advance credit list for each campus.

3. The letter contains a complete record of advance credits awarded.

4. The student contacts the campus counselor and presents his/her letter.

5. Credits accrued by a graduating senior will remain effective three semesters--through enrollment for the Fall Semester of the next calendar year. Enrollment is defined as "acceptable into a technology program as a full or part-time student."

6. After the prospective student meets the campus counselor, the counselor follows the standard college admission procedures and sets a course schedule for the student.

7. As a safeguard, Delaware Technical & Community College requires the student to complete a semester of successful experience at which time the credits are entered on the official transcript. Other colleges have or may adopt the same or different policies.

8. For a view of the program data time table, see the flow chart on page III.-13.

EVALUATION/ASSESSMENT

There are numerous valuable data contained in the DPI/ECS data bank. The committee examined the possibilities and has designed strategies that will utilize these data to provide clear assessments of the program progress. See the section on Descriptive Studies that follow.

DESCRIPTIVE STUDIES

A descriptive file will be generated for each pre-registered student.

Each descriptive file will be divided into two categories:

(a) Earned Advance Credit;
(b) Did Not Earn Advance Credit

Descriptors include demographics (race, sex, handicapped, etc.) advance credits earned, grade point average (secondary and postsecondary), major program (secondary and postsecondary), standardized scores (secondary and postsecondary), earned an Associate Degree or entered a Bachelor's Degree program.

A third group will be identified as Non-Tech Prep which will be randomly selected for future comparative studies.

These reports are contained in the annual Consortium publication: Delaware Tech Prep Data Collection and Evaluation Model.

A. Measure Effects On Recruitment

To ascertain whether Tech Prep students are entering post secondary programs, when they enter, and compared to a random sample of Non-Tech Prep students, the following data and comparisons will be gathered and conducted.

	Direct Entry From High School	Transfer from Other Postsecondary	Left And Reentered	Did Not Enter	%
TECH PREP N=					
NON TECH PREP N=					
TOTALS()					

Study #1

B. Success of Feeder Schools

Within our state, there are participating schools and non-participating schools. In an effort to determine both the quality and effect of our basic skills/integrated academic-technical curricula, the following data and comparisons will be gathered and conducted.

PROGRAM SUCCESS
TECH PREP STUDENTS
PRE-REGISTRATION GRADUATES

PROGRAM

School	Criminal Justice		Electronics		Data Processing	
	CR	NCR	CR	NCR	CR	NCR
A						
B						
C						

CR = Advance Credit Earned
NCR= No Advance Credit Earned

Study #2

POSTSECONDARY ENTRANCE
TECH PREP STUDENTS
PRE-REGISTRATION GRADUATES
(SAMPLE)

PROGRAM

School	Criminal Justice		Electronics		Data Processing	
	EN	DNE	EN	DNE	EN	DNE
A						
B						
C						

EN = Entered Postsecondary Program
DNE = Did Not Enter Postsecondary Program

Study #3

(SAMPLE)

ADMISSION CRITERIA
TECH PREP STUDENTS
PRE-REGISTRATION GRADUATES

PROGRAM

School	Criminal Justice		Electronics		Data Processing	
	ACAS	BCAS	ACAS	BCAS	ACAS	BCAS
A						
B						
C						

ACAS = Above College Admission Score

BCAS = Below College Admission Score

Study #4

C. Specific Evaluation Studies

Various studies and comparisons will be conducted during the five year period utilizing the base line longitudinal data described in section (d). Since the goal of the program is to impact (reduce) the general track population in comprehensive schools, improve technical preparation through integrated academic-vocational curricula in our vocational technical centers and increase the motivation in both groups to enter postsecondary education in technical areas, the following data and comparisons will be gathered and conducted.

DROP OUT COMPARISON
TECH PREP VS. NON TECH PREP
(GRADES 9-12)

	Number of Drop Outs	Number of No Drop Outs	%
Tech Prep Students (Random Sample) N=			
Non Tech Prep Students (Random Sample) N=			
Total State (SEC Population) N=			

STUDY #5

ACHIEVEMENT SCORE COMPARISON
TECH PREP VS. NON TECH PREP
GRADES (9-11)

	Average ACH Score	Significant Differences
Tech Prep Students (Random Sample) N=		
State Average		

T = Test Used
Achievement Battery: Iowa Test of Basic Skills

Study #6

DELAWARE TECHNICAL & COMMUNITY COLLEGE
TECH PREP VS. NON TECH PREP
GRADE POINT AVERAGE

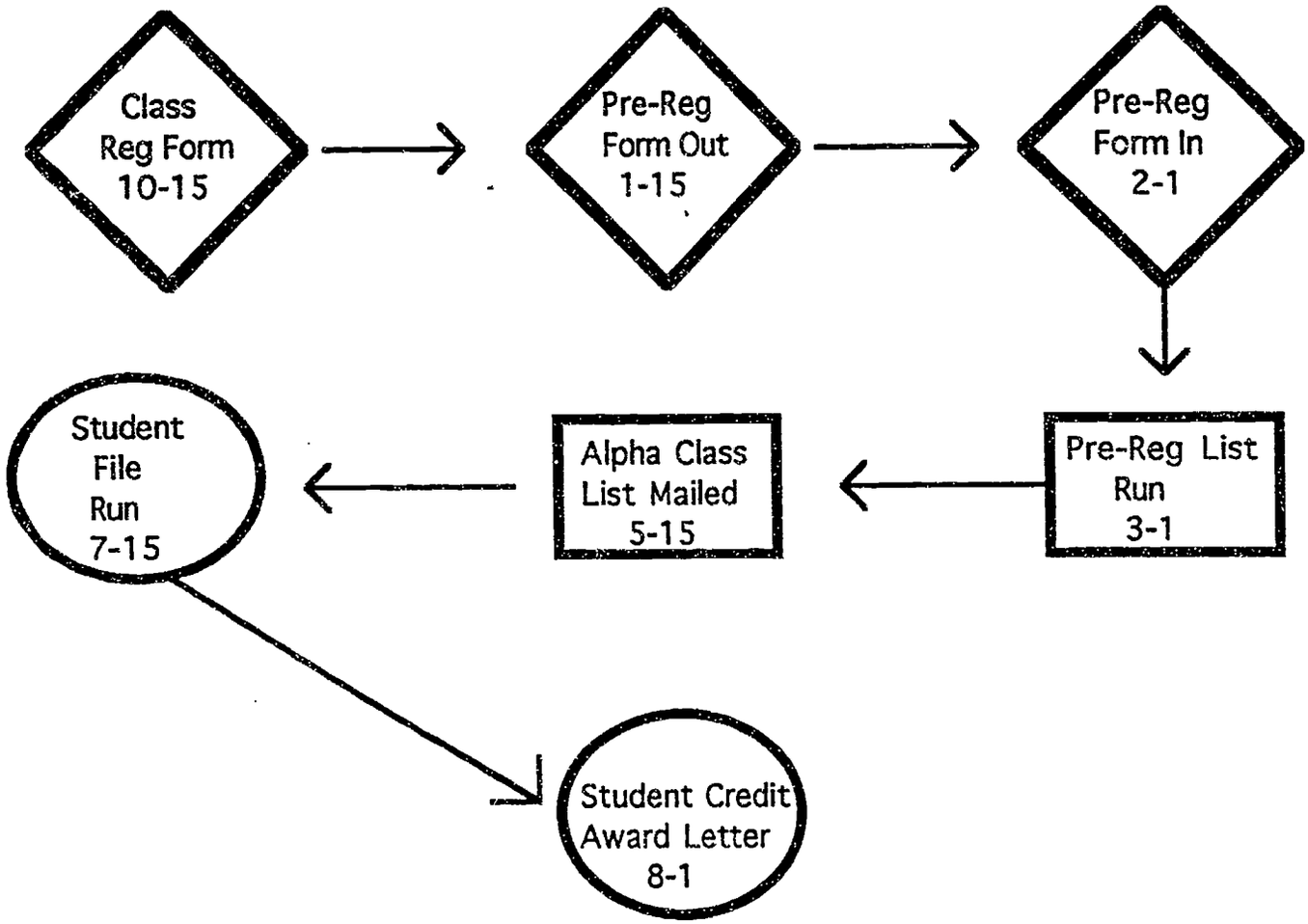
	Number of Credits	Average Grade Point Average
Tech Prep Students (Random Sample) N=		
Non Tech Prep Students (Random Sample) N=		

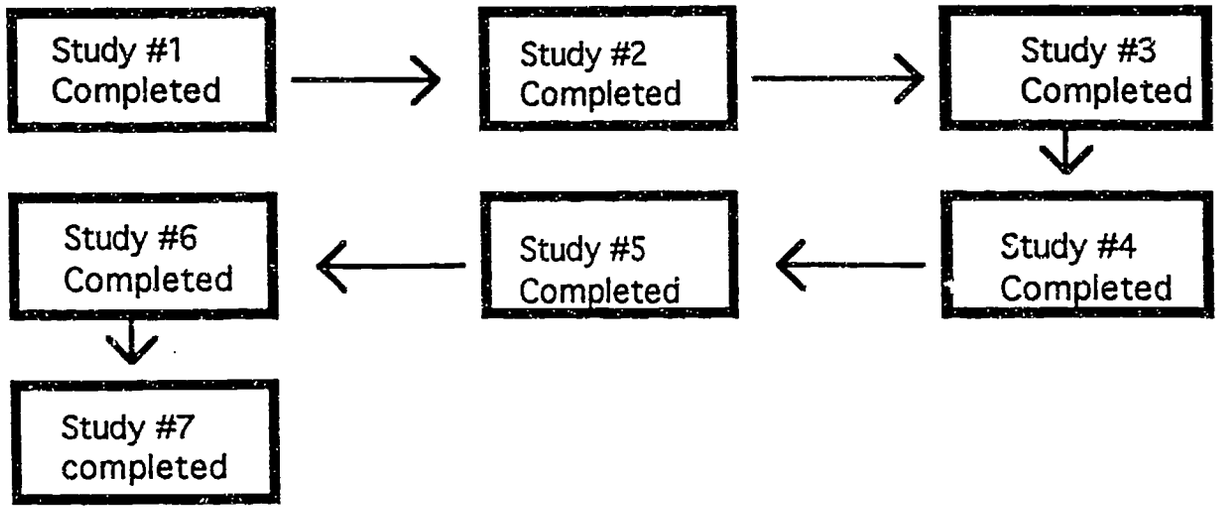
Study #7

*For a comprehensive analysis of Delaware Tech Prep data, see The Delaware Tech Prep Evaluation Model, Campbell,J.R. 1992. Delaware Consortium On Technical Preparation Programs.

FLOW CHART

ATTACHMENT D.

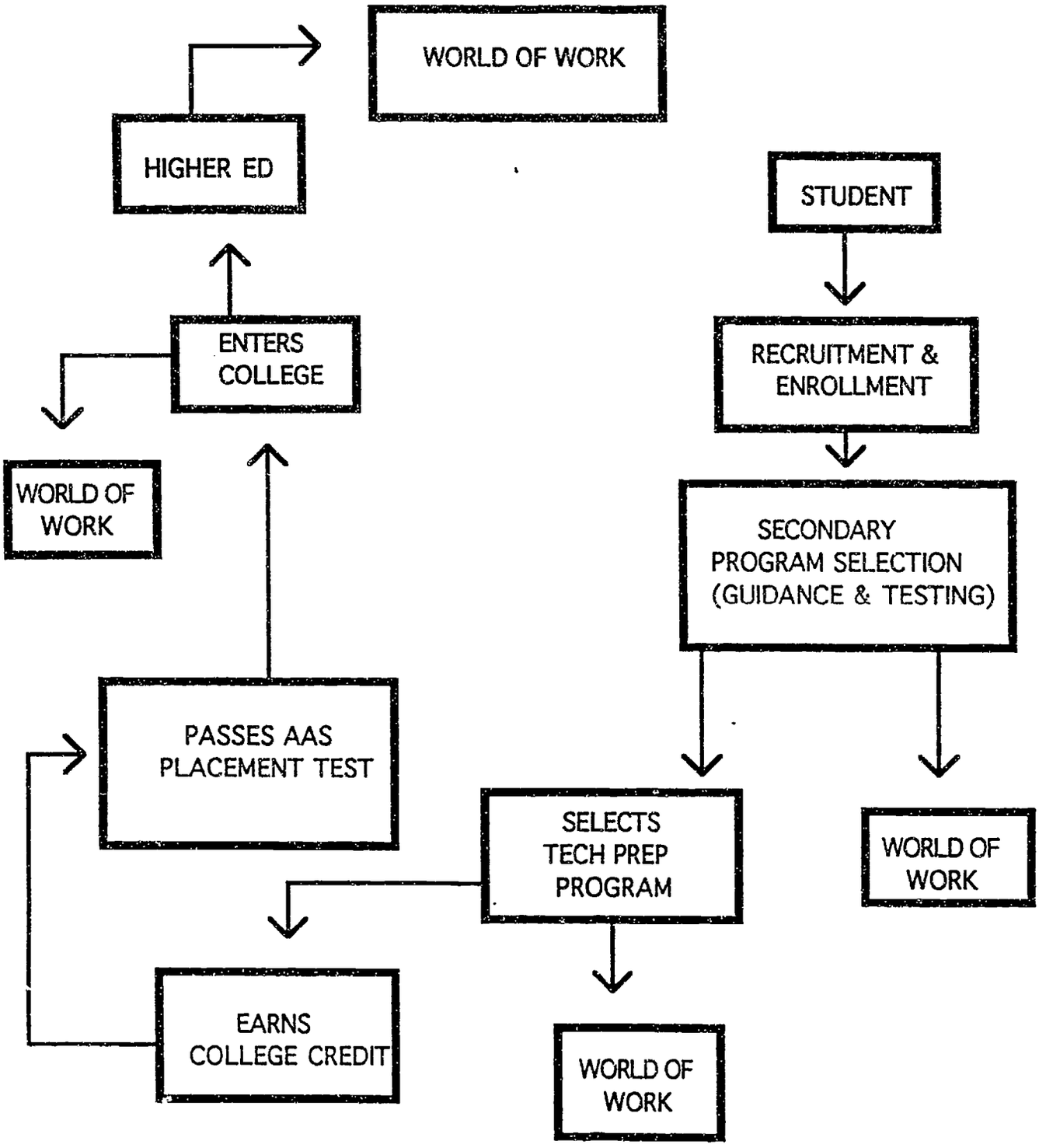




IV.

SCHOOL AND COMMUNITY

SCHOOL/ COMMUNITY MODEL



SCHOOL/COMMUNITY MODEL

Tech Prep is designed to offer students an opportunity to appreciate the benefits of a college education. Many students in our target group traditionally would not consider college as a viable option. In educational terminology, we refer to them as the "General Track," America's educational wasteland.

This group of youngsters has six specific educational needs that must be met. They are:

PROGRAM ENTRY

1. A demanding core school program built on sound basics and technical preparation. This approach serves as the confidence builder often lacking in students who believe they cannot achieve. See "Technical Education Through Secondary/Postsecondary Tech Prep," Campbell,J.R. 1993. Delaware Consortium On Technical Preparation Programs. Scope and Sequence For Technical A.A.S. Degree Articulated Programs.

2. Intelligent counseling, in concert with parents, can aid in directing students toward vocational-technical clusters in which they have both an interest and aptitude. We recommend "Career Choices"™ - A humanistic approach to career selection supported by one of many optional computer formats and an assessment portfolio program.

3. Related academic-vocational/technical school activities that will bring the relationships of the world of work to the classroom so students can readily see the need for their school work.

4. Career guidance and placement services that help youngsters identify and pursue a meaningful career after high school or establish the need for higher educational experience that leads them to the proper institution.

5. Articulation agreements between secondary and postsecondary partner institutions promote college entry as a viable option to workplace entry and permit high school students to earn advance college credits and establish self confidence while easing the transition to postsecondary success in a technology.

6. The postsecondary experience also must lead to technical preparation for ultimate workplace entry having provided the student with the highest level of technical competence. This competence will be necessary if our young people are going to be successful and if America is to compete in the modern global economy.

V.

CONSORTIUM OPERATION

INTRODUCTION

Tech Prep Consortia are forming nationally as a result of The Carl D. Perkins Vocational Applied Technology Education Act of 1990. In this Act, there is a specific set-aside program for the formulation of Tech Prep programs. While the Act was formed in 1990, Delaware Tech Prep actually initiated their consortium in 1986.

The Act mandates that the mission of Tech Prep is to plan and develop four year programs leading to an associate or baccalaureate degree; develop comprehensive links between secondary and postsecondary institutions; carry out programs under articulation agreements; require proficiency in math, science, communications and a technology in a specific career field; provide in-service training for instructors and counselors.

THE DELAWARE CONSORTIUM

Under the Act, a consortium is established and participating partners are eligible for funding. The Delaware Consortium was convened for this purpose and functions under the auspices of a Constitution and By-Laws and a Board of Directors. The Board of Directors functions similar to any local district school board in Delaware. All secondary schools are eligible for partnership participation and under the law every postsecondary institution in Delaware qualifies for membership.

The mission is to assist school districts and postsecondary institutions in the development and implementation of the Tech Prep Programs. The consortium concept was funded through a matching grant by the State Board of Education through the Vocational Division, Department of Public Instruction. Originally a Board of Directors was convened to conduct the consortium operation. Current Board members are: Dr. Thomas Kubala, President, Delaware Technical & Community College (DT&CC); Dr. Dennis Loftus, Superintendent, New Castle County Vocational Technical School District; Dr. Jeff Adams, Superintendent, POLYTECH School District; Dr. George Frunzi, Superintendent, Sussex County Vocational Technical School District; Dr. Manera Constantine, Executive Director, Delaware Advisory Council on Career and Vocational

Education; Dr. Thomas M. Welch, Vocational Division, Department of Public Instruction, Dr. Iris Metts, Superintendent, Christina School District, Charles Moses, Superintendent, Milford School District, Dr. Jack Varsalona, Executive Vice President, Wilmington College; Dr. Henry Harper, Campus Director & Special Assistant to the President for Academic Affairs, Delaware State University.

The Mission of the Consortium is to:

1. Establish lines of communications between participating secondary and postsecondary institutions involved in the articulation process.

2. Design a secondary core academic and technical curriculum design to prepare students for postsecondary admission.

3. Identify which secondary and postsecondary instructional programs can be easily coordinated for articulation.

4. Rewrite or expand curricula competencies in those instructional programs identified for articulation.

5. Cooperatively design guidance forms, test forms, and course competency checklists for participating students.

6. Publish and distribute a quarterly newsletter about articulation and Tech Prep efforts.

7. Develop a functional operational model to solicit the involvement of business and industry.

8. Provide technical assistance to cooperating instructors and partnerships for curriculum development and teaching methodologies.

9. Conduct a public relations effort to enhance student and public awareness of the program.

10. Formulate a model that will enhance admissions and provide support services for special populations.

11. Design an evaluation model to collect and store data and track program and student success.

12. Establish and conduct meetings of Standing Committees from among partner membership in Curriculum Development, Transition of Data, Program Policies and Procedures, Information-Public Relations - Recruitment and Evaluation.

COMMITTEES REQUIRED TO ESTABLISH, PROMOTE AND MAINTAIN TECH PREP PROGRAMS

BOARD OF DIRECTORS

1. Consists of CEOs of cooperating institutions.

2. Overall responsibility and final decisions.

ADVISORY COMMITTEE

1. Advise on curriculum, programs and grants.

2. Business, industry and labor representatives.

TRANSITION COMMITTEE

1. Consists of institutional administrators and community and state representatives.

2. Authority, technology selection joint credit agreements, and accreditation.

CURRICULUM DEVELOPMENT COMMITTEE

1. Consists of employers, faculty/teachers of cooperating institutions plus curriculum specialists.

2. Develop and plan core curriculum, technical curriculum, competencies and details for each course.

INFORMATION/PROMOTION COMMITTEE

1. Consists of counselors, public information specialists, and community leaders.

2. Prepare and disseminate information about Tech Prep for students, parents, staff, community and employers.

EVALUATION COMMITTEE

1. Collect program data.

2. Analyze program data.

3. Report program data.

BOARD OF DIRECTORS TASK

1. Commit to articulation of curriculum between secondary and postsecondary schools.

2. Establish an implementation committee.

3. Adopt a constitution and by-laws.

4. Endorse and implement the institutional articulation agreement.

5. Review and endorse the articulation agreement on a yearly basis.

6. Reviews and adopts state/federal grants including budget, programming and employs personnel.

7. Has final decision powers in all matters.

TECH PREP ADVISORY COMMITTEE TASKS AND DUTIES

1. Attend an annual meeting for a progress report:

   A. Review of the End of the Year report.

   B. Review of school and program enrollment data.

   C. Review of Graduate Follow-Up Study.

   D. Discussion of program progress by staff with committee members including basic skill development program continuity, coordinate with business, industry, and labor objectives and needs, contributions to program activities through the standing Tech Prep committee and coordination of immediate job entry procedure.

E. Formulation of recommendation list by committee members to be presented tot he consortium Board of Directors.

2. May be called upon to review, react and hopefully support various Tech Prep state and federal project proposals.

3. May be called upon to participate or recommend participants in program dacums:

   Dacum - Acronym for "Developing a Curriculum"

   Representatives from business, industry, and labor meet to formulate a task and duty list for a particular trade or technical job area (electrician, computer operator, carpenter, etc.)

   This list is then translated into an actual curriculum or curriculum upgrade, introduced into the classroom by instructors.

   Teachers attend DACUMS as observers only. But, do engage in post program discussions with participants to clarify instructional issue or resolve questions.

4. Represent and promote Tech Prep with community, business, industry, labor and government groups.

TRANSITION COMMITTEE TASKS

1. Develop guidelines, procedures and cooperative agreements for establishing articulation programs.

2. Coordinate activities of the participating institutions.

3. Identify and resolve administrative articulation issues.

4. Establish a curriculum development committee.

5. Establish an information/promotion committee.

6. Establish schedule for development of articulated courses and curriculum.

7. Determine which institution will offer specific courses.

8. Coordinate school calendars of participating institutions.

9. Recommend materials and equipment required for each articulated course.

10. Determine funding for instructor salaries, materials, supplies and equipment.

11. Establish time limit during which postsecondary school will honor articulated course credit after a student completes secondary school.

12. Establish an evaluation committee.

CURRICULUM DEVELOPMENT COMMITTEE TASKS

1. Determine which technologies and courses in the postsecondary or apprenticeship curriculum can be articulated.

2. Design sequential program of studies for each participating secondary school.

3. Develop criteria for determining articulated course sequence and course content.

4. Identify and resolve curriculum issues.

5. Design/develop a competency-based curriculum.

6. Establish competencies to be taught in each articulated course.

7. Align articulated contents and competencies to meet credit requirements of the postsecondary school or adult program.

8. Establish level of student achievement required for granting articulate course credit.

INFORMATION/PROMOTION COMMITTEE TASKS

1. Ensure that all interested parties are informed on the progress of the program development.

2. Prepare student/parent handbook.

3. Prepare/disseminate information about Tech Prep to:

   A. Students/Parents
   B. Institutional Staff
   C. Institutional Boards
   D. Community
   E. Employers

   Information in the form of:

   A. Announcements/Presentations
   B. Press and radio releases
   C. Advertisements
   D. Videos and brochures
   E. Open houses
   F. Student promotional Banners - Car Stickers, etc.

4. Develop/Implement a mentoring program.

5. Establish a Tech Prep scholarship fund.

EVALUATION COMMITTEE TASKS

1. Establish guidelines to verify that secondary school students are achieving competencies required by the postsecondary school or apprentice program.

2. Recommend program changes when needed.

3. Establish criteria and model for articulated program evaluation.

4. Establish time frame during which the evaluation process will occur.

5. Design data collection and treatment studies.

6. Design the evaluation model and reporting format.

RESPONSIBILITIES OF KEY GROUPS IN PLANNING, DEVELOPING AND CONDUCTING A TECH PREP PROGRAM

·ch Prep Coordinators

- Assist in development of the Tech Prep vision and philosophy
- Facilitate communication about Tech Prep across participating institutions
- Gain local support and resources for Tech Prep
- Coordinate curriculum integration activities
- Coordinate staff development efforts
- Coordinate planning team members
- Assist in Tech Prep project management
- Develop and coordinate marketing efforts

ıcademic & Technical Faculty

- Identify applications for integrated academic/ technical curriculum
- Design and develop integrated curriculum jointly
- Plan and participate in team teaching of integrated curriculum

\dministrators

- Develop a vision of Tech Prep
- Communicate and sell the Tech Prep vision
- Develop a Tech Prep philosophy
- Assist in leading the Tech Prep project
- Coordinate planning Tech Prep with key groups
- Assist in Tech Prep project management

Business/Industry/Labor Representatives

- Assist in identifying performance standards (academic and technical)
- Assist in developing and providing incentives for students
- Share resources (e.g., expertise, time, meeting facilities)
- Update faculty on current technologies and assist with team teaching
- Education and gain support from other employers about Tech Prep

Tech Prep Coordinators

- Inform students, parents, and others about Tech Prep
- Counsel students about participating in Tech Prep
- Assist in designing the Tech Prep components
- Assist students with career planning
- Assist students in planning Tech Prep programs of study
- Promote Tech Prep and its options to students

Community College Staff

- Assist in developing articulation agreements between community colleges and 4-year colleges and universities
- Assist local sites in all phases of Tech Prep planning, implementation, and evaluation
- Provide staff development for planners
- Disseminate Tech Prep information to future teachers

State Agency Staff

- Develop a vision of Tech Prep for the state
- Establish statewide policy and standards
- Assist in project development and management
- Conduct evaluations of Tech Prep
- Facilitate program improvement activities
- Provide staff development
- Facilitate state policy changes

Students and Parents

- Communicate student needs, competencies, and career and educational aspirations
- Review and react to plans for Tech Prep components
- Provide evaluative information as the initiative moves from the planning to the implementation stage

VI.

PARTNERSHIP RESPONSIBILITIES

TECH PREP CONSORTIUM

Duties & Responsibilities for County Partnerships

Duties of the Consortium:

1. Establishment of policies and procedures for conducting Tech Prep activities.
2. Develops and implements statewide goals and objectives.
3. Set the budget for Consortium operation and activities.
4. Evaluates and recommends Partnership and competitive grant activities and funding through the Tech Prep Grant Proposal Review Board process.
5. Performs program and financial audits as deemed necessary by the Consortium and Department of Public Instruction.
6. Monitors Partnership activities through an ad hoc seat on each County Partnership Steering Committee.
7. Provides technical assistance for Tech Prep workshops as a resource to the Partnerships.
8. Conducts Standing Committee meetings which include:
    a. Collecting, analyzing and disseminating data based on the recommendations of the Evaluation Standing Committee.
    b. Develops and distributes marketing materials based on the recommendations of the Public Relations Standing Committee.

c. Collects, maintains and distributes to college admissions offices, deans of instruction and facilitators lists of eligible credit earners as recommended by the Transition Standing Committee.

d. Organizes and conducts curriculum development workshops which will design sequential programs of study leading to postsecondary matriculation with advance standing or without the need for remediation.

9. Convenes statewide Advisory and Craft Committees to maintain and nurture business, industry, labor and governmental input into the Tech Prep process.

10. Issues college credit eligibility letter to Tech Prep high school graduates.

11. Serves as a School-To-Work Liaison with the Delaware School-To-Work Council, the Department of Labor, Delaware Development Office and New Directions, an initiative of the Department of Public Instruction.

12 Identifies, with Partnerships, secondary and postsecondary technology programs that qualify for articulation.

13. Approves and returns Articulated Agreement Contracts to Partnership Facilitators to obtain required signatures.

TECH PREP CONSORTIUM

Duties & Responsibilities for County Partnerships

Duties of the Steering Committee:

1. Serve on the Consortium Standing Committees.
2. Cooperate in developing the Articulation Agreements for Consortium approval.
3. Develop long range plan for:
    a. determining staff development needs and activities, and
    b. identifying the need for and requesting of technical assistance.
4. Submitting an annual report to the Consortium on activities and achievements.

TECH PREP CONSORTIUM

Duties & Responsibilities for County Partnerships

Duties of the Postsecondary Partners:

1. Cooperatively develop competency based sequential Tech Prep programs and identify courses to be articulated in cooperation with the Consortium Office.
2. Provide release time for instructors to participate in workshops, pre-articulation and articulation planning, and review meetings with secondary partners and/or the Consortium.
3. Participate in student recruitment activities when appropriate by providing visitations by personnel and/or counseling staff to local secondary schools or arranging for high school students to visit the campus.
4. Through the facilitator:
   I. Schedule and promote pre-articulation and articulation workshops.
      a. Coordinate the day-to-day activities of the partnership
      b. Submit annual reports to the Consortium Office.
      c. Submit progress reports on Technical Assistance Workshops.

d. Participate in quarterly meetings of all facilitators.

e. Coordinate activities with other partnerships to share ideas, experiences, and promote efficiencies in cost and time.

f. Chair the Steering Committee meetings.

g. Obtain all necessary signatures for Articulation Agreements.

h. Submit reports to the Consortium Office on conferences attended with a review of the outstanding practices presented.

TECH PREP CONSORTIUM

Duties & Responsibilities for County Partnerships

Duties of the Secondary Partners:

1. Provide release time and support for articulating instructors to attend workshops, planning meetings, and program reviews.
2. Develop a working knowledge of Tech Prep, its principles and policies among staff members.
3. Work with articulating teachers to ensure student registration and course completion reports are correct and returned on time.
4. Distribute Tech Prep portfolios and brochures including parent permission forms and retain parent forms for their records.
5. To work with guidance staff to ensure they fully understand the Tech Prep program available at their schools and provide release time for counselors to attend workshops to enhance Tech Prep enrollment.
6. Counsel students on career opportunities through Tech Prep and facilitate program enrollments.
7. To ensure program quality and course sequencing are instituted and maintained as specified in the program development phase and articulation phase.

8. Examine programming and effecting changes that will result in postsecondary technical matriculation.