DOCUMENT RESUME

ED 471 606   CE 084 189

AUTHOR   Naylor, Michele
TITLE   New Lessons About Tech Prep Implementation. In Essence: Key
                  Findings from the National Research Center for Career and
                  Technical Education.
INSTITUTION   National Dissemination Center for Career and Technical
                  Education, Columbus, OH.
SPONS AGENCY   Office of Vocational and Adult Education (ED), Washington,
                  DC.
REPORT NO   CTE-4
PUB DATE   2002-00-00
NOTE   4p.
CONTRACT   V051A990004;V051A990006
AVAILABLE FROM   For full text: http://www.nccte.org/publications/
                  infosynthesis/in-essence/in-essence4/techprep-IE4.pdf.
PUB TYPE   Information Analyses (070)
EDRS PRICE   EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS   Academic Ability; Academic Standards; Access to Education;
                  *Accountability; Administrators; *Articulation (Education);
                  Associate Degrees; Bachelors Degrees; Business Cycles; Career
                  Academies; College Credits; Consortia; Context Effect;
                  Cooperative Planning; Curriculum Development; Developed
                  Nations; Diversity (Student); Economic Change; *Educational
                  Change; Educational Legislation; *Educational Policy;
                  Employment Opportunities; Field Studies; Fiscal Capacity;
                  Fused Curriculum; High School Students; Interviews;
                  Longitudinal Studies; Minimum Competencies; Outcomes of
                  Education; Partnerships in Education; Policy Formation;
                  Postsecondary Education; Private Colleges; Program
                  Evaluation; Public Colleges; Secondary Education; State
                  Regulation; Student Placement; Teacher Administrator
                  Relationship; Teachers; *Tech Prep; Track System (Education);
                  Work Experience Programs
IDENTIFIERS   *Career and Technical Education; *Contextual Learning;
                  Summarization; Work Based Learning

ABSTRACT

        The evolution of eight Tech Prep consortia since
reauthorization of federal Tech Prep legislation in 1998 was examined in a 4-
year longitudinal study. Cross-consortium changes were identified through
field visits and personal interviews between 1998-2001 with a wide range of
stakeholders, especially administrators, faculty, and students. Legislated
changes increased emphasis on contextual learning and work-based learning,
articulation agreements, and accountability. Changes within the consortia
included these: (1) greater awareness that Tech Prep resources be directed at
the secondary level; (2) increased efforts to raise academic standards; (3)
more 2+2+2 curriculum options; (4) necessity for new certifications; (5)
updating, broadening, and integration of CTE curriculum; and (6) increased
use of career academies. In order to facilitate change, local characteristics
such as supportive and stable leadership, adequate fiscal resources, and
intra-school communication were needed. External change factors such as
states' historic role in oversight of vocational education, business and

industry support of Tech Prep, and stricter academic standards were also necessary. These recommendations for future policy and practice included: (1) increased articulation agreements supporting student transition from high school to college; (2) increased funding for curriculum innovation to meet diverse student needs; (3) involvement of 4-year colleges and universities in Tech Prep curriculum reform; (4) avoidance of student tracking; (5) strengthened community college role in Tech Prep; and (6) enhanced program evaluation and outcomes assessment approaches. (AJ)

New Lessons About Tech Prep Implementation

In Essence: Key Findings from the National Research Center for Career and Technical Education

No. 4

2

IN ESSENCE

KEY FINDINGS
FROM THE NATIONAL RESEARCH CENTER
FOR CAREER AND TECHNICAL EDUCATION

Dissemination
Research
Professional
Development

CTE
CAREER & TECHNICAL EDUCATION

NATIONAL
DISSEMINATION
CENTER

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD, COLUMBUS, OH 43210-1090

no. 4

New Lessons about Tech Prep Implementation

This publication summarizes findings of research reported in *New Lessons about Tech Prep Implementation: Changes in Eight Selected Consortia Since Reauthorization of the Federal Tech Prep Legislation* in 1998 by Debra D. Bragg and William Reger, University of Illinois at Urbana-Champaign, 2002. https://www.nccte.org/publications/infosynthesis/r&dreport/NewLessons-Bragg-2.pdf. It was prepared by Michele Naylor for the National Dissemination Center.

The evolution of Tech Prep consortia since reauthorization of federal Tech Prep legislation in 1998 was examined in a 4-year longitudinal study of the following consortia: East Central Illinois Education-to-Careers Partnership; Metropolitan Consortium (pseudonym); Hillsborough Tech Prep Consortium (Florida); Golden Crescent Tech Prep Consortium (Texas); Mt. Hood Educational Partnership (Oregon); Miami Valley Tech Prep Consortium (Ohio); Guilford College Tech Prep Consortium (North Carolina); and San Mateo Tech Prep Consortium (California). Cross-consortium changes in Tech Prep were identified through field visits and personal interviews with a wide range of stakeholders, especially educational administrators, faculty, and students; the visits and interviews were conducted from 1998-2001.

Changes in Tech Prep

Legislated changes: Perkins III's increased emphasis on contextual learning and work-based learning, articulation agreements, and accountability.

Changes within local consortia: (1) greater awareness that Tech Prep must devote more resources and attention to the postsecondary level; (2) increased efforts to raise academic standards; (3) more 2+2+2 curriculum options (Tech Prep pathways that offer an applied associate of science degree leading to an applied or standard bachelor of science degree offered by public or private 4-year colleges); (4) new certifications as a mechanism for enhancing curriculum alignment and awarding college credit for coursework during high school; (5) updating, broadening, and integrating the career and technical education (CTE) curriculum; (6) increased use of career academies.
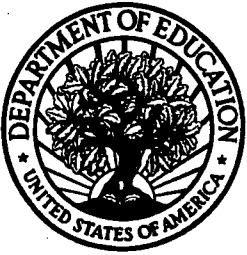
Contributors to Change

- **Characteristics of change:** (1) review of Tech Prep's mission, scope, and target audience; (2) recognition of the negative stigma of tracking and policy changes to make Tech Prep more inclusive; and (3) greater alignment of the Tech Prep curriculum with the existing educational system.
- **Local characteristics:** (1) supportive educational administrators; (2) skillful, consistent leadership in coordinating consortium efforts; (3) stable, consistent local leadership; (4) adequate fiscal resources; and (5) communication between the secondary and postsecondary levels and between schools.
- **External factors:** (1) states' historic role in oversight of vocational education and (2) business and industry encouragement of Tech Prep implementation and stricter standards for academic and technical competencies.

Recommendations for Future Policy and Practice

- Encourage development of local and state policies promoting articulation agreements supporting transition from high school to college for more students.
- Increase funding for Tech Prep at the secondary and postsecondary levels, and use the additional funds to explore innovative curricular and instructional options serving an increasingly diverse student population.
- Continue to associate Tech Prep with raised academic standards and enhanced career opportunities.
- Involve four-year colleges and universities in Tech Prep curriculum reform from the beginning.
- Avoid conceptualizations of Tech Prep that involve tracking of students possessing particular academic abilities or other personal traits.
- Encourage partnerships with business, industry, labor, and community groups to support a sustainable approach to Tech Prep that emphasizes advanced academic and CTE sensitive to academic reforms, larger economic changes, and local market forces.
- Strengthen the role of community colleges in Tech Prep.
- Enhance program evaluation and outcomes assessment approaches to ensure that Tech Prep programs continue to advance and improve.

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)