



## **Tech Prep Implementation and Planning Guide**

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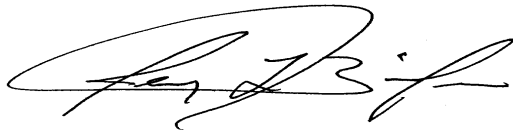
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The Carl Perkins Career and Technical Education Improvement Act of 2006 is the federal legislation authorizing Tech Prep. Tech Prep is Title II of the Perkins law.

Tech Prep began in the early 1990's. The increasing use of technology in today's workplace requires the application of both academic and technical skills; and Tech Prep answers that call with a purpose to provide a seamless transition, while preparing any student to enter and succeed in furthering their education or a chosen career.

Tech Prep partners with independent school districts, colleges and universities, business, industry, and community entities to provide college prep programs and career development. Tech Prep keeps students engaged in high school and helps them continue into post-secondary education with the direction and motivation needed to succeed. Tech Prep provides students with choices through individualized programs that provide a meaningful and applicable educational experience.

These are exciting times to be part of Oklahoma Tech Prep. Whether it is the Cooperative Alliances that allow students to earn transcribed college credit or it is seeing a student realize that he or she has unlimited potential, we are making a difference in the lives of Oklahomans. This handbook will aid in your development as a Tech Prep Coordinator, refer to it often. If you have any questions, please ask. We are all here to help.

A handwritten signature in black ink, appearing to read 'Jeremy L. Zweiacker', with a large, stylized initial 'J'.

Jeremy L Zweiacker  
Tech Prep and Alliance State Coordinator

## **A HISTORY OF TECH PREP**

### **The National Tech Prep Movement**

In 1917, the Smith-Hughes Act was the first law that provided for grants to states for support of vocational education. The Carl D. Perkins Vocational Education Act (Public Law 98-524) continued federal assistance for vocational education through fiscal year 1989. The act replaced the Vocational Education Act of 1963 and provided aid to the states to make vocational education programs accessible to all persons, including handicapped and disadvantaged, single parents and homemakers, and the incarcerated. Carl Dewey Perkins, for whom the Perkins Act is named, was a member of the United States House of Representatives from Kentucky. Representative Perkins died in 1984 as a result of a heart attack.

In the early 1980s, business and industry made the shift from the industrial age to the age of technology. When this transition took place, high schools were required to refocus their programs to include more technical training and skills, applied academics and opportunities for hands-on experiences in the workplace.

Tech Prep education is part of this educational reform movement. The Carl D. Perkins Vocational and Applied Technology Education Act was first adopted in 1990. Perkins III was signed into law in 1998 and Perkins IV was signed into law in 2006.

The *Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998* (Public Law 105-332) revised, in its entirety, the Carl D. Perkins Vocational and Applied Technology Education Act and reauthorized the Act through fiscal year 2003. In 2006, the act was reauthorized with an important change in its name. Vocational and applied technology was changed to career and technical education, reflecting a change in the intent of the law.

Tech Prep is a nationwide career development system. In the 2006 legislation, states had the opportunity to keep Tech Prep funding separate or to roll it into the basic Perkins grant. Oklahoma chose to keep it separate. As a result, specific programs vary from state to state and consortia to consortia.

### **Tech Prep in Oklahoma**

The story of Tech Prep in Oklahoma began in 1991. The Oklahoma Department of Career and Technology Education (ODCTE) administered the Tech Prep program through individual competitive grants authorized under the Carl Perkins Vocational and Applied Technology Act of 1990.

The first rounds of competitive grants were awarded in the summer of 1991. There were six projects funded with the first consortium, SOAR, beginning in July of 1991 and CREATE quickly following. The first grants were \$150,000 per year for three years and

much of the grants were used for purchasing Applied Math, Principles of Technology, Applied Communications, and Applied Biology and Chemistry lab equipment for technology centers and several high school partners. Tech Prep coordinators provided numerous training and staff development opportunities for instructors. The first six Tech Prep consortia in Oklahoma were Tulsa, Tuttle, Metro, Central, Caddo-Kiowa, Francis Tuttle, and Pioneer. In 1992, SOAR developed the first articulation agreement with Oklahoma State University – Oklahoma City.

In 1994, Tech Prep launched Oklahoma’s School-to-Work system. Tech Prep and School-to-Work sites became national models to be duplicated throughout the nation. The National Center for Research in Vocational Education researchers used the Oklahoma Tech Prep system and School-to-Work sites as national models.

For eight years, the Oklahoma Department of Career and Technology Education (ODCTE) administered the Tech Prep program through individual competitive grants authorized under the Carl Perkins Vocational and Applied Technology Act of 1990. As a result of the new Carl Perkins Vocational and Technical Education Act of 1998 and research data that illustrated larger consortia having a greater impact on Tech Prep than small isolated consortia (MPR, 1998), ODCTE determined that Tech Prep should be administered through a formula serving 11 regions.

During the fiscal year 2003, CareerTech required Tech Prep consortia to utilize the Performance Driven Outcomes System (PDOS). The collection of timely, accurate, and comparable data was of growing importance with the Tech Prep initiative and related state and local initiatives that link continued funding to demonstrated benefits and outcomes.

Perkins IV offered an opportunity for Tech Prep in Oklahoma to change once again. Oklahoma’s Tech Prep Consortia have been instrumental in pioneering reform strategies for career and technology education. Through these pioneering efforts, several new initiatives have evolved into best practices and benefited many Oklahoma CTE students.

Innovations such as the transition from Cooperative Agreements and “banked” college credit to “transcribed” college credit for high school students through the Cooperative Alliance Program partnerships can be attributed to the work of Tech Prep Consortia. The development of career clusters and pathways has been championed by Tech Prep and is the basis for the work currently being undertaken by ODCTE to use the Career Cluster Framework to move our entire CTE system from programs to courses.

Technology Centers were invited to apply for funding and establish consortia. Twenty-six consortia were originally formed under the new law and grant application process.



Oklahoma Tech Prep Logos



Oklahoma Tech Prep Logo, 1997-2006



Oklahoma Tech Prep Logo, 2006-2009



Oklahoma Tech Prep Logo, 2009-Present

## **OVER-ARCHING GOAL AND STRATEGIES**

ODCTE has identified the over-arching goal for Oklahoma Tech Prep and the focused strategies that will be paramount as local consortia work to implement their Tech Prep Initiative. That goal is:

**Increase the number of Oklahoma CTE students who complete high school with college credit, pursue, and complete a postsecondary credential or an industry recognized certificate or degree, and are employed in the field in which they were prepared.**

The focused strategies work in concert to provide consortia with benchmarks to measure success and provide justification for activities that will lead to continued student success. The focused strategies will include:

- Implementation of high-tech, high-wage, high-demand **career majors** utilizing the Career Cluster framework that support local industry clusters in economic development and wealth generation, and create seamless “fast-track” transitions from 11<sup>th</sup> and 12<sup>th</sup> grade to associate and baccalaureate degree completion.
- Providing student opportunities through **preparatory services** that include:
  - Comprehensive education and career planning
  - Awareness of student opportunities (students and parents)
  - Academic Assessment (EOI, ACT, course attainment, transcripts, Work Readiness Certificates)
  - Career and Technical Assessment (EOI and certifications)
  - Student transitions success (college applications, scholarships, etc.)
- Providing targeted **professional development** for:
  - Teachers, Faculty and Administrators
  - Counselors
- Identification of quality local data to benchmark **accountability** measures, evaluate programs, and implement needed change

## **WHY TECH PREP**

Tech Prep is a critical factor in educational success. The increasing use of technology in today's workplace requires the application of both academic and technical skills. Tech Prep is a "fast track" to a two-year degree and, in some cases, a four-year degree. The majority of new jobs require technical preparation and postsecondary education, but not necessarily a four-year degree. Tech Prep keeps students engaged in high school and often continuing into post-secondary education with the direction and motivation needed to succeed. Tech Prep provides students with choices through individualized programs that provide a meaningful, applicable, and educational experience. Tech Prep provides highly skilled workers for Oklahoma's aging workforce.

Tech Prep provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; healthcare science; business or applied economics. It works to build student competence in mathematics, science, reading, writing, communication, economics, and workplace skills through applied contextual academics and integrated instruction in a coherent sequence of courses. It leads to an associate or baccalaureate degree, a postsecondary certificate in a specific career field, or placement in appropriate employment.

## **THE COORDINATOR**

ODCTE partners with consortia across the state. Each Tech Prep consortium has a coordinator that works to coordinate its development and activities. Tech Prep coordinators work with business, education, parents, and students to adequately prepare students, grades 7-14, for college and career. Through collaborative efforts that address integrating college preparatory coursework with a rigorous concentration of technical education, Tech Prep students are provided with a meaningful, successful educational experience through a customized program process of choice in which all participants clamor for involvement.

The role of the Tech Prep Coordinator varies from consortium to consortium. However, as a coordinator, you serve as an ambassador of Oklahoma Tech Prep and all it aims to achieve. More specifically, the role of the Tech Prep Coordinator includes:

### Coordinator Responsibilities

- Perform duties as related to the over-arching goal of Oklahoma Tech Prep.
- Agree to follow the requirements of the Tech Prep Memorandum of Understanding (MOU) between ODCTE and fiscal agent.
- Act as a liaison in day-to-day activities between students, parents, community, high schools, technology centers, higher education and business/industry.
- Work with instructional, counseling, administrative and other staff from educational entities to partner with business/industry.
- Establish and maintain control of Tech Prep budget. Initiate and approve purchase requisitions to facilitate accomplishment of program objectives.
- Coordinate appropriate professional development/training activities to accomplish program objectives.
- Schedule and facilitate appropriate committee meetings.
- Prepare local, state, federal and other project reports for reporting purposes.
- Coordinate development of plans and proposals for project continuation.
- Participate in ODCTE-sponsored Tech Prep meetings, workshops and conferences.

- Coordinate day-to-day system building activities to ensure Tech Prep criteria are met.
- Serve on committees relevant to building an educational system that is inclusive of a Tech Prep program (steering committee, advisory committee, etc.).
- Serve on community/civic committees that promote building an educational system.
- Gather and provide student outcomes data to ODCTE to evaluate Tech Prep student outcomes.
- Implement a program that accommodates rapidly changing and emerging technologies by providing the necessary tools for a high school to technology center to post-secondary transition, reverse transition or dual transition.
- Provide coordination between the Tech Prep Initiative and the strategies proposed with appropriate local Carl Perkins plans, local Cooperative Alliance partnerships, and other school improvement initiatives such as Tech Centers That Work, High Schools That Work, Smaller Learning Communities, Successful Practices Network, Baldrige, etc.

## **LOCAL SITE RESPONSIBILITIES**

When developing your local Tech Prep relationships with secondary schools, here are things that you should consider.

- Have the secondary schools signed a Tech Prep MOU for the current school year? This MOU is developed by local consortia.
- Do secondary schools understand the purpose of a Tech Prep Program?
- Do secondary schools understand the definition of a Tech Prep student?
- Are secondary schools aware of and utilizing the Cooperative Alliance Program between technology centers and higher education partners?
- What type of professional development opportunities are secondary schools providing for the counselors, teachers, and administrators who support the consortium's Tech Prep program?
- Do secondary schools have a common core of academic and career courses identified, aligned with state academic standards and industry standards?
- Are secondary schools revising and aligning academic and career courses to infuse contextual learning with rigorous content and application to work-related situations?
- Have secondary schools been working toward developing Career Clusters and Career Pathways within the clusters to integrate academic and technical learning and school-based and work-based learning, and to establish linkages between secondary and postsecondary institutions?
- Do secondary schools have a Comprehensive Guidance and Counseling Program that provides individualized education and career planning for all students?
- Do all Tech Prep students have an individual Plan of Study, with cluster and pathway(s) identified, that is current and functional? Does the Plan of study show the transition of the student from high school to postsecondary?
- What type of preparatory services are secondary schools providing to prepare students in Grades 7-14 and special populations to enter and successfully complete the Tech Prep system (i.e., career advisement, six-year plan of study, career assessment)?

## **FREQUENTLY ASKED QUESTIONS**

### **What is a Tech Prep Student?**

- **Secondary Tech Prep Student** – a student who has enrolled in two courses in the secondary education component (designated and approved career major) of a tech prep program.
- **Postsecondary Tech Prep Student** – a student who has completed a secondary education component (designated and approved career major) of a tech prep program and has enrolled in the postsecondary education component of a tech prep program at an institution of higher education

### **How are Tech Prep students counted?**

All Tech Prep Consortia are required to annually identify Tech Prep students for the purpose of meeting identified Tech Prep Accountability Measures.

All students in career majors that include courses a student may take for college credit through the Cooperative Alliance are to be included as Tech Prep students. Students "who are" and students "who are not" taking the course for college credit are counted.

The Tech Prep coordinator will develop the list of Tech Prep students to be given to the data contact. The data contact will enter the students into the IMD website.

Questions for IMD should be directed to IMD Manager.

Questions for Tech Prep should be directed to the State Tech Prep Coordinator.

Tech Prep Accountability Website

<http://www.okcareertech.org/techprep/accountability.htm>

### **What is a student plan of study?**

It is an educational plan that sets forth the course requirements necessary for completion of a Tech Prep program of study for four years of high school and at least two years of postsecondary education or training.

### **Why is the plan of study designed for at least four years and typically six years?**

The career planning process is critically important to insure that Tech Prep students complete specific, articulated, challenging courses in high school so that, following graduation, they will be prepared for higher level education and technical opportunities.

### **Why are plans of study required for Tech Prep students?**

In order to be consistent with Oklahoma Tech Prep policy, as well as the requirements of federal Perkins legislation, each Tech Prep consortium will assist local Tech Prep sites with developing individual plans of study for students. The plan of study will include at least the last two years, and preferably all four years, of secondary and two years or

more of postsecondary education that will lead to an associate or baccalaureate degree, an apprenticeship program of at least two years, or a postsecondary certificate in a specific career field.

### **What if schools do not develop and use plans of study?**

The Tech Prep Consortium Memorandum of Understanding (MOU) with the Oklahoma Department of Career and Technology Education (ODCTE) states that “ODCTE and the consortium commit jointly to the implementation of a Tech Prep system on behalf of all consortium members to the benefit of participating students.” As a component of the MOU, under the Student Opportunities section, it is understood that the parties agree to ensure that all Tech Prep students have an individual plan of study with a career cluster and pathway(s) identified.

### **What information must be included in the plan of study?**

The following items should be included in the format used for the plan:

- Educational plan for years 9-12, including high school area of concentration.
- Plan for at least years 13 and 14—Projected Program of Study for years 13 and 14 should include name of institution(s) that offer(s) the program.
- Secondary courses eligible for postsecondary credit (section to be completed by teacher or counselor).
- Student name; Student Path: Technical, Dual, or Higher Education (2-year or 4-year); Career Cluster.
- Signatures of parent, student, and counselor, teacher advisor or other school official.

### **What timeframe is recommended?**

Eighth graders must have the opportunity to explore careers and, by the ninth grade, must be prepared to meet with their parents and guidance counselors to develop a focused, four-year or six-year plan of study before student enrollment in high school. Students will develop a six-year plan of study if they and their parents indicate interest in Tech Prep programs of study following high school.

Plans need to be reviewed annually and, if necessary, revised to meet the changing needs of the student. Six-year plans need to be in place for all current high school Tech Prep students.

Upon technology center enrollment, a copy of the six-year plan needs to follow the student.

Upon graduation, the six-year plan needs to be attached to the high school transcript when the transcript is sent to postsecondary institutions.

## **What resources and materials are available for Tech Prep Coordinators?**

**Career and Academic Connections, ODCTE** - Contact local Career Specialist for staff development opportunities. See Career Specialist contact list at <http://www.okcareertech.org/cac>

**Cooperative Alliance Program:** The CareerTech Cooperative Alliance website: <http://www.okcareertech.org/alliances/>

**Electronic Plans of Study:** Electronic plans of study can be built in OKCIS: <http://okcis.intocareers.org/>

**High Schools That Work** - Counseling and advising materials and workshops. See HSTW contact list at [www.okcareertech.org/hstw](http://www.okcareertech.org/hstw)

**Tech Prep** - Contact local Tech Prep coordinator for staff development opportunities. See Tech Prep contact list at [www.okcareertech.org/techprep](http://www.okcareertech.org/techprep)

**Tech Prep Blog** – A collection of information for Tech Prep consortia at <http://www.oktechprep.blogspot.com>

**Technology Centers That Work** – a program designed to help technology centers produce high-demand, high-skill graduates who will be leaders for their selected careers. <http://www.okcareertech.org/tcs/tctw>

**YouTube** - CareerTech's YouTube Channel can be found here: <http://www.youtube.com/user/okcareertech>

## **FISCAL RESPONSIBILITY**

As a Tech Prep Coordinator, you will have responsibility for the way that your Tech Prep funds are used. Additional information, including allowable and non-allowable expenses, can be reviewed in the current Fiscal Handbook, available online on the Tech Prep website.

### **Reimbursement Claims**

Reimbursement claims are due quarterly in October, January, April, and August. All claims will be made through the IMPACT system.

### **Budget Change Request**

Budget change request are made through the IMPACT system.

### **Out-of-State Travel**

The Out-of-State Travel Request form has to be filled out and sent in to the State Tech Prep Coordinator at least one month before you travel out of state. It lists who is going, where they're going and the dates they will be gone. It also includes a place for you to provide justification for the trip. You will get an email back from ODCTE confirming that your travel has been approved.

### **Up-Fronting Money**

You may only be reimbursed for *ACTUAL* expenditures. It is in your best interest not to "up-front" money to other schools, colleges, etc. An *invoice and copy of an expenditure report* will be required from these schools as backup documentation before your consortium can be reimbursed.

*Example: If your school pays OSU-Tulsa \$5000 for liaison work at the beginning of the year and OSU-Tulsa can only show expenditures throughout the year of \$3550, reimbursement will only be given in the amount of \$3550, not the \$5000 that was paid up-front.*

## **SUPPORTING AGENCIES**

### **Oklahoma Department of Career and Technology Education**

The Department of Career and Technology Education is the agency responsible for carrying out career and technical education in Oklahoma. The system is comprised of comprehensive high schools, technology centers and skill centers.

[www.okcareertech.org](http://www.okcareertech.org)

### **Oklahoma State Regents for Higher Education**

The State Regents are responsible for all community colleges and universities.

[www.okhighered.org](http://www.okhighered.org)

### **Oklahoma Department of Education**

The Department of Education is responsible for carrying out PreK-12 education.

[www.sde.state.ok.us](http://www.sde.state.ok.us)

## **COOPERATIVE ALLIANCE PROGRAM**

Since 1988, Oklahoma students participating in specific CTE programs at technology centers have had the opportunity to earn college credit for the coursework that they pursued. Traditionally, adult students had the opportunity to earn this college credit dually as they were enrolled in the CTE program. High school-age students, however, were required to “bank” these college credits until after high school graduation. Their credits were earned only after taking 12 college credit hours at the institution that held the cooperative agreement with the technology center, and often a “transcription fee” was required.

While there were a large number of cooperative agreements in place across Oklahoma, the number of students taking advantage of these agreements was disproportionate. These cooperative agreements were institution-centered and were based on individual agreements between one higher education institution and one technology center. These credits were so localized that it was often difficult to transfer student credit from one college or university to another within the state.

In the spring of 2004, the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technology Education proposed and launched the first three partnerships, considered Cooperative Alliance Projects, a more student-centered collaboration between higher education institutions and technology centers. By 2005-2006, these Alliances have expanded to include nearly all regions of the state.

The goals of the Alliances are to:

- Increase the number of high school students pursuing college
- Increase the number of adults continuing or beginning college
- Expand access to postsecondary educational opportunities
- Use federal, state, and local resources more efficiently

In Alliances, colleges and technology centers voluntarily seek approval of all existing cooperative agreements from their respective state agencies. While each technology center establishes a primary partnership with one college, other existing agreements from “secondary” college partners are also honored in the alliance process. Through these Alliances, all students (high school and adult) in CTE programs who meet technical admission requirements are eligible to receive dual college credit as they complete their program’s courses.

Alliance partners must establish joint student services such as financial aid and academic advisement and must develop a business plan that includes guidelines for resource allocations, personnel needs, a joint marketing plan for their alliance project, etc. Partners must identify and report performance measures that result from their

alliance and establish shared goals for expansion of offerings. Partners must also align agreements to support a statewide transfer matrix being developed for technical studies courses to ensure better transferability from state institution to state institution.

## **TERMINOLOGY**

Here are those terms and acronyms that you will need to become most familiar with associated with Oklahoma Tech Prep.

**Accountability** - Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) emphasizes accountability and the need for a statewide system of accountability based on reliable and valid program performance data. The performance of Career and Technical Education in Oklahoma is annually assessed to ensure that systems are working and identify opportunities for improvement. **Accountability Measures**

**Academy** - special-focus program in which academic and vocational teachers collaborate around a single theme. Most are schools within schools, but often these programs encompass the entire school.

**Cooperative Alliance** – an agreement between two primary partners represented by one CareerTech Center and one postsecondary institution. Multiple goals include: (1) get more high school students into college, (2) get more adults to continue their education or begin college, (3) expand access to postsecondary education, and (4) efficiently use federal, state and local resources. The driving principle is to be student-centered, not institution-centered. **Cooperative Alliance, Cooperative Alliance Project**

**Area Career and Technology Education Center** - public or nonprofit technical institution or career and technical school used exclusively or principally for the provision of career and technical education to individuals enrolled in a high school for a half-day or who have completed or left secondary school and who are available for study in preparation for entering the labor market or continuing their education.

**Articulation** - broadly defined as a process for linking of two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. One of the clearest, most comprehensive, most meaningful descriptions of articulation was written over a decade ago. It describes articulation as a process, an attitude, and a goal:

As a process, articulation is the coordination of policies and practices among sectors of the education system to produce a smooth flow of students from one sector to another. As an attitude, it is exemplified by the willingness of educators in all sectors to work together to transcend the individual and institutional self-interest that impedes the maximum development of the student. As a goal, it is the creation of an educational system without artificial divisions, so that the whole educational period becomes one unbroken flow, which varies in speed for each individual, and which eliminates loss of credit, delays and unnecessary duplication of effort.

**Articulation Agreement** - written commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in a Tech Prep education program.

**Associate in Applied Science (AAS) degree** - typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) that emphasizes a technical or occupational specialty and is designed to lead the student directly to employment. Unlike the Associate in Arts (AA) or Associate in Science (AS) degrees, the AAS is not designed to transfer all courses to a Bachelor of Arts (BA) or Bachelor of Science (BS); however, the courses may transfer to a technical baccalaureate degree program.

**Career Clusters** - a grouping of occupations and broad industries based on commonalities. A cluster represents the knowledge and skills, both academic and technical, that all students within the cluster should achieve, regardless of their pathway. There are 16 Career Clusters.

**Career Guidance and Academic Counseling** - providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

**Career Major** - a model sequence of courses or programs of study that prepares a student for a career and ensures that: (1) integration occurs between academic and occupational learning, (2) transitions are established between secondary schools and postsecondary institutions, and (3) students receive a skill credential.

**Career Pathway** - coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an associate degree, baccalaureate degree and beyond, an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners, and lead to rewarding careers.

**Career Practicum** - planned program of work-site learning experiences that are relevant to the student's career major/cluster, coordinated with the academic/school-based curriculum, and include work-site mentoring.

**Career and Technical Education (CTE)** - organized educational activities delivered in a sequence of courses. The courses provide individuals with academic and technical knowledge and skills. The goal is to prepare individuals for further education and/or for careers in current or emerging employment sectors. All programs include applied competency-based academic knowledge, higher-order reasoning and problem solving

skills, work attitudes, general employability skills, technical skills, and occupational-specific skills. Formerly called Vocational and Technical Education (VTE).

Career and technical education prepares students for successful entry into a variety of careers through these coherent sequence of courses that provide students with practical applications of academic and technical knowledge and skills. CTE programs integrate academics into the occupational curriculum, along with specific skill training and work-based learning. Not only do students learn workplace skills for success in specific occupations, they also apply the math, English, and science skills they are learning in other courses to solve real-life problems and complete industry projects.

**CareerTech Information System** – online data management system. *CTIS*

**Carl D. Perkins Career and Technical Education Improvement Act of 2006** - federal legislation from which Tech Prep receives funding. The Perkins Act provides almost \$1.3 billion in federal support for career and technical education programs in all 50 states. The law was reauthorized August 2006 by President George W. Bush and will extend through 2012.

**Community/Technical College** - institution of higher education that provides not less than a two-year program that is acceptable for full credit toward a bachelor's degree and includes tribally controlled colleges.

**Community Partnerships** - between schools and businesses focus on the identification of skills necessary for employment to help establish benchmarks for education and skill achievement. Such collaborative efforts can help students develop relevant skills for the workplace through revised up-to-date curriculum, apprenticeship, and mentoring experiences.

**Competencies** - defined and detailed tasks, skills, abilities and proficiencies required to attain the objectives set forth in the course syllabus.

**Comprehensive Guidance and Counseling Program** - organization of resources to meet the priority needs of students through four delivery system components:

- Guidance curriculum that provides guidance content to all students in a systematic way.
- Student educational and occupational planning, which means individualized education and career planning for all students.
- Responsive services designed to meet the immediate concerns of certain students.
- System support that addresses the management of the program and the needs of the school system itself. The Comprehensive Guidance and Counseling Program must meet state accreditation standards.

**Consortium** - local organization of people and entities that have the ability, desire, and time to make significant changes in the local education system. The entities include at least one postsecondary institution, one or more high schools, employers representing the local labor market, civic and parent groups, and economic development groups.

*consortia*

**Cooperative Alliance** - an agreement between one or more institutions in the Oklahoma State System for Higher Education and one technology center as a joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in that part of Oklahoma. A Cooperative Alliance is voluntary and agreed upon by all partners and their governing boards. The State Regents for Higher Education and the State Board of Career and Technology Education review and approve the agreement for each Cooperative Alliance. The approved Cooperative Alliance agreement remains in force until the governing boards of the Cooperative Alliance partners dissolve the agreement.

**Cooperative Agreement Program**- a formal, academic program offered by institutions in the Oklahoma State System for Higher Education that includes approved courses taught by a CareerTech technology center and leads to an Associate in Applied Science (AAS) degree or a college-level certificate in a technical or occupational field.

**Cooperative Career Education/Internship Programs** - cooperative method of education is a joint effort between the school system and business and industry. The student is employed under a written agreement with the business and industry with credit granted for 10-20 hours per week for a minimum of 30 weeks while under the joint supervision of the teacher/coordinator and the business. The junior or senior level student may be released up to two hours per day from a six-hour school day.

**Curriculum** - all the courses of study offered by an educational institution as a group of related courses, often in a special field of study.

**Equity**—Tech Prep programs are designed to provide equal access to all students, regardless of gender, race, ethnicity, cultural background, disability level or socioeconomic status, learning ability or language. Tech Prep programs remove barriers for students and take place in safe, supportive, nurturing learning environments free from discrimination and harassment.

**EXPLORE Test** - helps 8<sup>th</sup> graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success.

**Full-Time Enrollment** – number of students who are enrolled on a full-time basis. *FTE*

**High demand** – where the state or regional labor market index (LMI) shows that the pipeline of potential workers cannot fill current and/or projected employment demand or it is a high-wage career in a key industry sector designated by the Governors Council for Workforce and Economic Development (GCWED) sector reports and analysis.

**High skill** - requires a certificate, credential, postsecondary training, apprenticeship or degree for employment.

**High wage** - a job earning at least 75% of average state or regional wage/salary for that career and/or provides benefits to the employed person.

**IMPACT** – IMPACT is the ODCTE finance tool. All Tech Prep finance is completed through the IMPACT system, including budget set up and approval, reimbursement request and budget changes.

**Memorandum of Understanding** - exists between the Oklahoma Department of Career and Technology Education and a local consortium. It outlines what each party involved in Tech Prep will provide. **MOU**

**No Child Left Behind** - in 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This new law changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work

**Nontraditional Training and Employment** - occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work, according to available state or national labor market statistics.

**Nontraditional Career** - defined by the Department of Labor as an occupation or field of work where a specific gender comprise less than 25% of the total individuals employed. For example, young women, aged 16 to 34, comprise only 1% of automobile mechanics, 4% of airline pilots and navigators and 10% of electronic technicians compared to young men in the same age category. Examples of occupations that are considered non-traditional for men (employing less than 25%) include employment in office administration, nursing, childcare, and several other fields. Often, non-traditional careers for women represent higher pay and better benefits than does traditional employment.

**Official High School Transcript** - is a transcript which is sent directly from one educational institute to another, bearing the signature of the central record keeper (e.g. Registrar, Director of Records, etc.)

**Oklahoma Career Information System (OKCIS)** - computer-based system that combines a wealth of career, education and labor market information into one comprehensive, easy-to-use career exploration tool. Students can gain information on occupations and employment, education and training, skills, and many other resources.

**Oklahoma Career Ready Certificate** - Students who obtain Oklahoma's Career Ready Certificate have an edge on other job applicants for the higher paying positions in business and industry. Technology centers and partner agencies using KeyTrain for instruction and WorkKeys for credentialing are already seeing results.

**Oklahoma Department of Career and Technology Education (ODCTE)** – oversees a comprehensive statewide system of career and technology education. The system is comprised of 29 technology center districts, 400 comprehensive school districts, 23 skill centers and three juvenile facilities. CareerTech is governed by the State Board of Career and Technology Education.

**Oklahoma State Regents for Higher Education** – legal structure for providing public education at the collegiate level was set forth in the Oklahoma Constitution, Article XIII-A, Section 1-4 and includes all institutions of higher education supported wholly or in part by direct legislative appropriations.

**Pathway** - a grouping of related occupations within a career cluster. The pathway represents the knowledge and skills, both academic and technical, necessary to pursue a full range of career opportunities within a pathway - ranging from entry level to management, including technical and professional career specialties.

**PLAN Test** - Oklahoma students take the PLAN test in their 10<sup>th</sup> grade year. The program helps build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. Typically, PLAN is administered in the fall of the sophomore year.

**Postsecondary Tech Prep Student** – student who has completed a secondary education component of a tech prep program and has enrolled in the postsecondary education component of a tech prep program at an institution of higher education

**Preparatory Services** - activities required for preparing students in Grades 9-14 and special populations to enter and successfully complete the 2+2 Tech Prep program. Such

activities may include career advisement, development of a six-year plan of study, and career assessment, when such activities are not being provided by another entity or funding source.

**Professional Development** - growth in an individual's knowledge, skill, and personal effectiveness.

**Programs to Courses** - transition of CTE programs to CTE courses.

**Request for Proposal (RFP)** - invitation for coordinators, through a written process, to request grant money for Tech Prep related programs.

**School to Work** - educational reform movement focused on workforce training initiatives

**Secondary Students** - students enrolled in grades 7-12.

**Secondary Tech Prep Student** – student who has enrolled in two courses in the secondary education component of a tech prep program.

**Special Populations** - these include:

- Individuals with disabilities.
- Individuals from economically disadvantaged families, including foster children.
- Individuals preparing for nontraditional training and employment.
- Single parents, including single pregnant women.
- Displaced homemakers.
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

**Tech Prep** - dynamic educational reform movement that involves partnerships, teaching and learning processes, and curriculum structures to prepare any student to enter and succeed in a career

**Tech Prep Accountability System** – A system for collecting consortium level, programmatic data. **TPAS**

**Work-based Learning** - coherent sequence of job training and work experiences that are coordinated with the activities in the school-based learning component. The work-based component may include paid work experience, job shadowing, school-based enterprises, service learning, workplace mentoring, instruction in all aspects of an industry, general workplace competencies and work experience for academic credit through a co-op experience or Career Practicum.

**WorkKeys** - measures communication, problem-solving, and interpersonal skills valuable to any occupation and at any level of education. Individuals' assessments and scores will be recorded and housed in a secure database. Depending on their scores, potential or incumbent employees will be awarded a gold, silver or bronze Oklahoma Career Readiness Certificate. These portable skills credentials, which are easily and nationally recognized, can be used to facilitate job placement, retention, and advancement in our mobile society. WorkKeys has been developed by ACT.

**Work-site Learning** - activities that encompass all of the components of work-based learning, except that the educational process has to occur on-site with employers.

## **SUGGESTED READINGS**

Hull, Dan. *Opening Minds, Opening Doors: The Rebirth of American Education*. Waco, TX: Center for Occupational Research and Development, 1993.

CORD. *The ABC's of Tech Prep*, Waco, TX: Center for Occupational Research and Development, 1999.

<http://www.cord.org/uploadedfiles/ABCs%20of%20Tech%20Prep.pdf>

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Oklahoma Department of Career and Technology Education

<http://www.okcareertech.org>