



Tech Prep of the Rio Grande Valley, Inc.
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Testimony to the Senate Education Committee
 By Patricia G. (Pat) Bubb, Executive Director
 May 19, 2008

Thank you for this opportunity to give input on state policy for career and technology education in Texas. I believe the successes we are experiencing in our region do have implications for state policy; and I appreciate this opportunity to share ideas with you.

I am the executive director of Tech Prep of the Rio Grande Valley, a Texas nonprofit and federal 501(c)(3) corporation that leads the Lower Rio Grande Valley Tech Prep Consortium. Our Tech Prep consortium is one of 26 Tech Prep consortia in Texas. Tech Prep funding comes through Title II of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. There is also a state law for Tech Prep: the Texas Tech Prep Act, which is found in Chapter 61 of the Texas Education Code. Our consortium is the only Texas Tech Prep consortium that works through an incorporated board.

I work in a four-county region covering 4,294 square miles. Census data reflects that our region has a far greater percentage of families living in poverty than state and national averages, and the literacy levels of our adults is much lower than state and national averages. I work with 32 independent school districts, 5 colleges and universities, the Region 1 education service center, 2 workforce development boards, chambers of commerce and economic development professionals, and other organizations.

We have a private-sector led board and a corporate-style strategic plan that includes performance metrics so that we can measure our progress. I believe the regional-intermediary system we've created in the Valley has much to do with the student successes I'll be sharing with you. We have developed a regional system of working committees, each chaired by a board member. Our plans are developed by the people who are responsible for implementing them, which leads to a high level of commitment by all partners. You'll find additional information about us in the attachments.

Data from TEA and the Coordinating Board reflects that in 2006-2007, our region had 16,940 Tech Prep high school students, and those students were 95% Hispanic, 66.3% at risk, and 82.4% economically disadvantaged. Here are additional 2006-2007 Rio Grande Valley Tech prep student statistics:

- High school graduation rates for Tech Prep students were 90.5% compared with 68.0% for non-Tech Prep students.
- 94.9% of graduating Tech Prep seniors completed college-preparatory course work compared with 87.3% of non-Tech Prep students.
- 69.7% of graduating Tech Prep seniors transitioned to Texas colleges and universities the fall after high school graduation, compared with 50.8% of non-Tech Prep graduates in the region
- Tech Prep high school students' performance on TAKS for 2005-2006 (the most recent year for which data is available) was better than that of their non-Tech Prep peers, as illustrated by this table showing the percentage of students meeting the minimum standards on the TAKS tests:

| | PEIMS Code | Science | History | Math | Reading |
|-----------------------|------------|-------------|-------------|-------------|-------------|
| RGV: No CTE | 0 | 57.9 | 87.9 | 66.6 | 78.1 |
| RGV: CTE elective | 1 | 58.6 | 88.8 | 66.9 | 80.6 |
| RGV: CTE sequence | 2 | 63.8 | 90.1 | 73.0 | 84.1 |
| RGV: Tech Prep | 3 | 72.7 | 93.8 | 80.0 | 89.4 |
| State: No CTE | 0 | 76.6 | 93.8 | 78.4 | 88.5 |
| State: CTE elective | 1 | 71.6 | 92.9 | 74.2 | 86.3 |
| State: CTE sequence | 2 | 73.9 | 93.8 | 76.9 | 88.0 |
| State: Tech Prep | 3 | 74.9 | 94.4 | 78.5 | 89.6 |

At the local level, we collect other student data, such as the following:

- In 2006-2007, 7,096 high school seniors graduated with honors—as Tech Prep Texas Scholars—and became eligible to compete for a Dr. Lauro F. Cavazos Tech Prep Scholarship.
- For 2006-2007, South Texas College, Texas Southmost College, and Texas State Technical College reported that 5,710 students were awarded 24,743 college credits through Tech Prep and related dual-enrollment programs; these credits saved students and families time and also saved students, families, and taxpayers nearly \$4 million in tuition and fees.
- A doctoral research study (Belinda Torres, University of Houston, 2007) followed RGV Tech Prep high school students who enrolled in Fall 2002 in AAS degree programs at STC, TSC, and TSTC and found these outcomes:

- 26% (58 of 223) Tech Prep college students graduated with AAS degrees compared with 10% (24 of 223) non-Tech Prep students
- Tech Prep students completed their AAS degrees almost 2 semesters sooner than non-Tech Prep students: 8.35 semesters for Tech Prep graduates compared with 10.14 semesters for non-Tech Prep graduates
- At present we are working with Dr. Lee Holcombe of the Texas Schools Project at UT-Dallas on a regional college transition study. He has given us a preliminary report indicating that our Tech Prep students are transitioning to college at rates that are better than those of non-Tech Prep students.

Our regional structure and focus on private-sector leadership has created an environment of high hopes and high expectations. For 17 years, we have been sending the message that the world has changed, global competition is here, and students need to be prepared. Our message is that students must acquire a solid academic foundation blended with workforce skills that students can use in jobs that are interesting to them ... jobs for which the students are well suited, and jobs that will hopefully lead to employment with companies that will help them pay for continuing education. We're seeing many of our students graduate from high school equipped with industry certifications and 30 or more college credit hours, and a few our students are earning associate degrees and high school diplomas at the same time.

We publish a regional labor market study that our school district and college partners use for program planning, board and staff development, and career counseling for parents and students. Our consortium members have developed many College Tech Prep programs leading to some of the "best jobs" identified in the report. These Tech Prep programs are based on the Recommended High School Program, and they emphasize rigorous academics blended with relevant workforce-related skills. Tech Prep students have the opportunity to earn college credit in high school for both academic and career and technology courses through articulated credits, concurrent/dual enrollment courses, AP courses, and other types of courses. Tech Prep programs lead to Associate of Applied Science (AAS) degrees, which were once considered as workforce-terminal degrees. All of our region's Tech Prep AAS degrees have baccalaureate linkages. Good state policy for transfer of CTE credits could help us do an even better job!

I am attaching supplemental documentation that includes secondary issues and recommendations, postsecondary issues and recommendations, and systemic recommendations that represent input from a large group of stakeholders from our region. My personal "short list" of recommendations for you is as follows:

1. Link the work of Texas' 26 Tech Prep consortia with Closing the Gaps initiatives led by the Coordinating Board. We have done this in our region, and it needs to happen statewide. Linking Tech Prep and P-16 initiatives will leverage federal and state dollars, open more doors of opportunity for students, and improve student outcomes.
2. Treat CTE courses and academic courses equally in the Distinguished Achievement Program, uniform GPA, and other student-recognition systems that are meaningful to students and parents. Treating college-level CTE and academic courses taken by high school students in the same way will give regions and local districts the ability to set up systems that fully utilizing the senior year by blending academically rigorous courses with relevant workforce-related courses.
3. Provide financial incentives for community and technical colleges to award both articulated and dual credits for CTE courses in a way that saves students both time and money. There are technical distinctions between articulated courses and dual-credit courses, and both have value and merit.
4. Include as many CTE courses as possible in the academic options for the courses available for students in the senior year of the "4-by-4" curriculum. This will enhance student engagement and optimize the transfer of credit for CTE courses.
5. Revisit Texas' student reward systems to be sure we are not unintentionally creating barriers for students to maximize the number of credits they take in high school. I've provided additional information about this need in the attachments.
6. Encourage state-funded universities provide baccalaureate opportunities for students who graduate with AAS degrees and want to continue into baccalaureate programs without starting over. I've provided suggestions for how this could work in the briefing materials I've brought you.
7. Revisit—at least for Tech Prep—the system in which regional higher education councils must approve dual-credit CTE course offerings for high school students. The laws governing Tech Prep provide the freedom for any types of agreements that are beneficial for students. We need to provide all of the opportunities we can for our students while they are still in high school.
8. Revisit the requirements for students to enroll in dual-credit courses, making that a function of academic readiness rather than age.

Thank you again for this opportunity to comment. I appreciate it!

SUPPLEMENTAL DOCUMENTATION FOR TESTIMONY TO THE SENATE EDUCATION COMMITTEE
BY PATRICIA G. (PAT) BUBB, EXECUTIVE DIRECTOR, TECH PREP OF THE RIO GRANDE VALLEY, INC.
May 19, 2008

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Tech Prep of the Rio Grande Valley, Inc.
CORPORATE VOTING MEMBERS (as of October 2007)

INDEPENDENT SCHOOL DISTRICTS:

Brownsville Independent School District
Donna Independent School District
Edcouch-Elsa Independent School District
Edinburg Consolidated ISD
Harlingen Consolidated ISD
Hidalgo Independent School District
La Feria Independent School District
La Joya Independent School District
La Villa Independent School District
Lasara Independent School District
Los Fresnos Independent School District
Lyford Consolidated ISD
McAllen Independent School District
Mercedes Independent School District
Mission Consolidated ISD
Monte Alto Independent School District
Pharr-San Juan-Alamo Independent School District
Point Isabel Independent School District
Progreso Independent School District
Raymondville Independent School District
Rio Grande City Independent School District
Rio Hondo Independent School District
Roma Independent School District
San Benito Consolidated Independent School District
San Isidro Independent School District
San Perlita Independent School District
Santa Maria Independent School District
Santa Rosa Independent School District
Sharyland Independent School District
South Texas Independent School District
Valley View Independent School District
Weslaco Independent School District

COLLEGES AND UNIVERSITIES:

South Texas College, McAllen
Texas Southmost College at Brownsville
Texas State Technical College at Harlingen
University of Texas at Brownsville
University of Texas-Pan American, Edinburg

OTHER MEMBERS:

Area II, Southern, Business Professionals of America,
Secondary
IDEA Public Schools
Region One Education Service Center
South Texas Career and Technology Association
Teach for America--Rio Grande Valley

TECH PREP OF THE RIO GRANDE VALLEY, INC.
BOARD LEADERSHIP FOR 2007-2008
as of February 19, 2008

EXECUTIVE COMMITTEE

(Officers and committee chairs–Executive Committee Chair must be private sector)

OFFICERS

President..... Richard Vaughan
Vice PresidentDean LaFever
Treasurer (required by fiscal agency contract)Robert Gomez

COMMITTEE CHAIRS

Curriculum/Work-Based Learning and
Professional DevelopmentLinda Wade, Ph.D., and Norma Salaiz, Ph.D.
Executive..... Richard Vaughan
Finance and Bylaws Joe Vasquez and Robert Gomez
Marketing and Awards.....Dean LaFever
Nominations Perry A. Vaughn
Partnerships..... Richard Vaughan
Technology Initiatives.....Sam O. Olivarez
Universities and Colleges.....Linda Fossen

TECH PREP OF THE RIO GRANDE VALLEY, INC.
BOARD OF DIRECTORS 2007-2008 (as of April 30, 2008)

BOARD MEMBERS

De La Rosa, Lilly G., Assistant Vice President, Market Manager II-Mid Valley, Capital One, N.A.

Edwards, John A., Ph.D., Vice President for Enrollment and Student Services, The University of Texas-Pan American (representing Dr. Blandina Cardenas, President, UTPA)

Fossen, Linda, Associate Vice President for Enrollment Planning, The University of Texas at Brownsville and Texas Southmost College (Representing Dr. Juliet V. Garcia, President, UTB/TSC)

Gomez, Robert, Vice President of Financial Services, Texas State Technical College Harlingen

Gonzalez, Hernan, Executive Director, Economic Development Corporation of Weslaco

Gonzalez, Roel, Superintendent of Schools, Rio Grande City CISD

Guzman-Garces, Belinda, Dual Enrollment Workforce Programs Specialist, South Texas College, McAllen (representing Dr. Shirley Reed, President, South Texas College)

Hobbs, Pat, Vice President for Student Learning, Texas State Technical College, Harlingen (representing Dr. J. Gilbert Leal, President, TSTC)

LaFever, Dean, Director of Rio Grande Valley, Texas Gas Service Company, Harlingen

Leftwich, Robert, Material Planning, United Launch Alliance, Harlingen

Lucio, Minnie Community Coordinator, Cameron Works Workforce Centers, Brownsville

Merrill, David, Financial Consultant and Vice President of Investments, Wachovia Securities, LLC, Brownsville

Olivarez, Sam O., President/Owner, Barrera's Supply Co., Inc., Mission

Radle, Eva-Jean, Broker/Owner, Re/MAX RGV, McAllen

Rutledge, Hollis V. Jr., President and CEO, Hollis Rutledge and Associates, Inc., Mission

Salaiz, Norma, Ph.D., Superintendent of Schools, La Villa ISD

Treviño, Joey Planning/Business Development, Halff Associates, McAllen

Vasquez, Joe Community Volunteer (formerly Vice President of Human Resources, Mid Valley Health Systems/Knapp Medical Center), Weslaco

Vaughan, Richard President/CEO, Burton Companies, Weslaco

Vaughn, Perry A. Executive Director, Rio Grande Valley Chapter, Associated General Contractors of America, Inc., Harlingen

Wade, Linda, Ph.D., Superintendent of Schools, Harlingen CISD

Wagner, Jo Rae, President, CTO Inc., Harlingen

Wiley, Janice, Ed.D., Deputy Director for Instructional Support, Region One Education Service Center, Edinburg

VACANT (Three positions)

EMERITUS MEMBERS

Campirano, Eduardo A., Port Director and CEO, Port of Brownsville

Elledge, Ray former Division Manager, Texas Commercial Energy, Harlingen

Maldonado, Cesar, P.E., PMP, Vice President of Systems Development, Maverick Engineering, Inc., Harlingen

Tamayo, Ed, Executive Vice President, First Community Bank, Harlingen (retired)

ASSOCIATE MEMBERS

Arcaute, Rachel, Administrator Liaison for Higher Education, McAllen ISD

Garza, Thalia Yvette, Community Volunteer (former Tech Prep RGV employee), Austin

Halaby, Dominique, D.P.A., Acquisition Consultant, Premier Machining Service, Houston

Loredo, Roberto F., Interim Superintendent of Schools, Donna Independent School District

Martin, Jose G., Ph.D., Provost & Vice President for Academic Affairs, The University of Texas at Brownsville and Texas Southmost College

Mumford, Janice H., Community Volunteer (former Assistant Superintendent for Curriculum and Instruction, McAllen ISD—retired), McAllen

Pedraza, Arnold, Owner, Utility Engineering Specialists, McAllen

Perales, Naomi, Community Relations Representative, Texas Gas Service Company, Harlingen

Rendon, Hector, Vice President, South Texas Career and Technology Association and Director, Career and Technical Education Programs, San Benito

Reyes, Felipe, Administrator for Career and Technical Education, Brownsville Independent School District

Summers, Bill, President/CEO, Rio Grande Valley Partnership, Weslaco

Trevino, Estella L., Executive Director, Edinburg Housing Authority

Tupper, Ron, Chairman, Board of Directors, El Milagro Clinic, McAllen

Vassberg, Stephen M. Community Volunteer (formerly Associate Vice President for Workforce and Economic Development, TSTC Harlingen), Harlingen

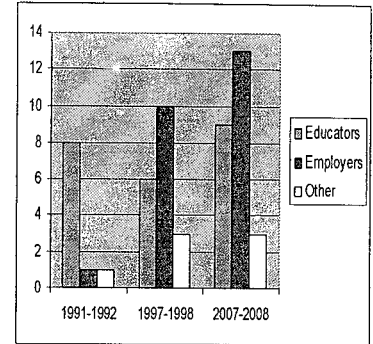
Villarreal, Romeo, Owner, Romeo Villarreal Rental Properties, Edinburg

TECH PREP OF THE RIO GRANDE VALLEY, INC.
A TEXAS NONPROFIT AND FEDERAL 501(C)(3) CORPORATION
ACCOMPLISHMENTS AS OF FEBRUARY 2008

PRIVATE-SECTOR LEADERSHIP

Tech Prep started in the Valley in 1991 with one private-sector employer serving on its Board of Directors. In order to gain sustained regional support for its mission, the Tech Prep leadership enacted bylaws that established private-sector leadership for its board. The validation of Tech Prep's programs by the private sector promoted close collaboration between leaders from school districts, colleges and universities, the education service center, and economic development organizations in providing meaningful dialogue regarding student performance. Current Board membership includes 13 private-sector employers, 3 superintendents, 5 college/university leaders, and 3 community leaders. Associate memberships are used to broaden community feedback plus develop new Board leadership. The current President and Board Chair (Richard Vaughan), a public accountant and president of Burton Companies, has a regional presence. The Board's strength comes from its participation in other local, regional and state-wide education and workforce development initiatives whose ideas are shared through working committees including the following:

- Curriculum/Work-Based Learning and Professional Development (Dr. Linda Wade, Harlingen CISD Superintendent, Dr. Norma Salaiz, La Villa ISD Superintendent, co-chairs);
- Executive and Partnerships (Richard Vaughan, Burton Companies, chair);
- Finance and Bylaws (Joe Vasquez, Former VP of Human Resources, Mid-Valley Health Systems/Knapp Medical Center, Robert Gomez, VP of Financial Services, TSTC, corporate treasurer and fiscal agent, co-chairs);
- Marketing and Awards (Dean LaFever, Texas Gas Service Company Director of Rio Grande Valley, chair);
- Nominations (Perry A. Vaughn, Executive Director, RGV Chapter, Associated General Contractors of America, chair); and
- Universities and Colleges (Linda Fossen, Associate VP Enrollment Planning, the University of Texas at Brownsville and Texas Southmost College, chair).



Tech Prep's corporate-style strategic plan describes the issues Tech Prep is addressing together with major partners, goals, objectives, and performance metrics. This plan includes Tech Prep's mission statement:

Tech Prep of the Rio Grande Valley, Inc., is a public/private collaborative partnership whose mission is to form working partnerships that leverage regional resources to provide reality-based learning for achieving a higher level of competence in the Valley's workforce.

TECH PREP SUCCESSES

TECH PREP PROGRAMS AND STUDENTS: Tech Prep leads a regional consortium whose members include 32 school districts, 5 colleges and universities, the education service center, and professional organizations. School districts and colleges in the consortium have state-approved College Tech Prep programs that allow students to pursue college and career majors related to good jobs in this region and to earn college credit while in high school. College credit is earned in College Tech Prep programs through articulated credits, concurrent/dual enrollment courses, AP courses, and other types of courses blended into programs of study leading to college and careers. Statistics for 2006-2007 (<http://www.techpreptexas.org/consortia>) reflect that this region's Tech Prep programs and students are succeeding:

- 97% of school districts with high schools (29 of 30 school districts from Cameron, Hidalgo, Starr, and Willacy Counties) had high school students participating in College Tech Prep programs.
- There were 16,940 high school Tech Prep students participating.
- 7,096 high school seniors graduated with honors—as Tech Prep Texas Scholars—and became eligible to compete for a Dr. Lauro F. Cavazos Tech Prep Scholarship (individual stories about some of these students appear below).
- South Texas College, Texas Southmost College, and Texas State Technical College reported that 5,710 students were awarded 24,743 college credits through Tech Prep and related dual-enrollment programs; these credits saved students and families time and also saved students, families, and taxpayers nearly \$4 million in tuition and fees.

Regional participation in College Tech Prep programs and opportunities is expected to continue to grow.

HIGH SCHOOL STUDENT ACHIEVEMENTS: 2006-2007 state reports from the Texas Education Agency and the Texas Higher Education Coordinating Board (<http://www.techpreptexas.org/consortia>) reflect that Rio Grande Valley Tech Prep students are doing better than this region's non-Tech Prep students in many areas, including these:

- High school graduation rates for Tech Prep students were 90.5% compared with 68.0% for non-Tech Prep students.
- 94.9% of graduating Tech Prep seniors completed college-preparatory course work compared with 87.3% of non-Tech Prep students.
- 69.7% of graduating Tech Prep seniors transitioned to Texas colleges and universities the fall after high school graduation, compared with 50.8% of non-Tech Prep graduates in the region

COLLEGE STUDENT ACHIEVEMENTS: A doctoral research study completed in 2007 (Belinda Torres, University of Houston) examined statistics for Rio Grande Valley Tech Prep students who enrolled in Fall 2002 in Associate of Applied Science degree programs at South Texas College, Texas Southmost College, and Texas State Technical College and reflected these outcomes

- 26% (58 of 223) Tech Prep college students graduated with AAS degrees compared with 10% (24 of 223) non-Tech Prep students
- Tech Prep students completed their AAS degrees almost 2 semesters sooner than non-Tech Prep students: 8.35 semesters for Tech Prep graduates compared with 10.14 semesters for non-Tech Prep graduates

LABOR MARKET STUDY AND RELATED REPORTS: Tech Prep conducted its first analysis of the Valley's labor market in 1996-97 and published a report that became a model for the state. Tech Prep has published similar reports, entitled *Targeting the Future: An Analysis of the Emerging Labor Market in the Lower Rio Grande Valley*, regularly since the 1996-97 year. The 2007-2008 report can be viewed online at this address: <http://www.techpreprgv.com/imi.html>. School districts and colleges utilize this report for planning programs and course offerings, for training teachers and counselors, and for providing career counseling for students and families. A related report focused on manufacturing in this region is available at the same web address. College Tech Prep programs are designed to help students prepare for the "good jobs" that are already here in the Valley, or for jobs that are emerging as the "good jobs" of the future. The information in Tech Prep's labor market reports is invaluable for helping education partners set up and implement College Tech Prep programs.

COST-EFFECTIVE PROFESSIONAL DEVELOPMENT: Tech Prep provides three levels of professional development for educators and other consortium members: an annual conference, professional development and technical assistance provided on-site for educator partners, and a network of Tech Prep Support Teams (S-TEAMS). In 2006-2007 participation in Tech Prep staff development events drew 1,627 teachers, counselors, and administrators from school districts, colleges, universities and the community at an average cost-per-participant of \$8.70. An especially well-received project has been a Tech Prep Support Team (S-TEAM) initiative that started in 1996-97 and continues to the present time. S-TEAMS are interdisciplinary teams of administrators, counselors, academic teachers, career and technology teachers, students, and parents that work with high school principals and school district leaders for successful implementation of College Tech Prep programs on high school campuses. There are currently 22 S-TEAMS operating on high school campuses in the region, with 16 S-TEAMS receiving funding from Tech Prep and 6 S-TEAMS paying their own participation costs.

MEETING CAREER COUNSELING NEEDS WITH LESS RESOURCES: The Rio Grande Valley has a shortage of mental health-care providers. Because of this shortage and the other demands on their time, high school counselors need help to get the message about Tech Prep opportunities to students. Tech Prep has developed creative alternatives address this need—making counseling resources available on its website, creating a variety of partnerships with colleges and universities, facilitating the Lower Rio Grande Valley Counselors' Network that brings together counselors from the entire region, and working with the counseling associations and other partners on an annual counselors' institute.

PARTNERSHIPS AND DIRECT STUDENT SERVICES: Tech Prep conducts many of its operations through partnerships. Current partnerships include, but are not limited to, these:

- Academic Leadership Alliance—ALA is an educator-development program created through a memorandum of understanding made by the McAllen Economic Development Corporation, the Region One Education Service Center, and Tech Prep. Tech Prep leads an annual summer-educator internship project for the partners, working in partnership with collaborating school districts and employers as well as MEDC and Region One ESC. In the ALA educator internship, educators develop lesson plans and counseling materials reflecting their experiences at employer worksites; after obtaining the employers' endorsement of the materials developed, educators utilize those materials with students in the fall. Tech Prep publishes the finished products on its website (<http://www.techpreprgv.com/educators/careers-in-action.html>). Evaluations are excellent, and the collaborative operates in a continuous-improvement mode. ALA is expanding from Hidalgo County into Cameron County in 2008.

- Education & Career EXPO—the EXPO is a college-and-career fair that began as a project of the Harlingen Area Chamber of Commerce's education committee and has now grown to include a large number of regional partners, showcasing 50 employers and postsecondary institutions; Tech Prep staff lead the planning for this annual event, which serves over 1,000 students annually and receives excellent evaluations from participants.
- First Generation College Student Pilot Project—this is an after-school program funded by Cameron Works for students who are the first in their families to enter college; Tech Prep leads a group of partners including 10 school districts, 3 colleges and universities, employers, and the one-stop system manager. This project includes mentoring by employers and college students. Student outcomes for a 4-year pilot project were excellent, and a new project year began in January 2008.
- Cameron County Youth Coalition—growing out of the 1st Generation pilot project, this coalition brings together a large group of youth-serving partner organizations who are leveraging funds and services to improve outcomes for Cameron County youth.
- Region One ESC Texas Science, Technology, Engineering, and Mathematics (T-STEM) Center—Tech Prep is an active member of the Region One ESC T-STEM Design Team and is working with partners there to ensure that T-STEM and Tech Prep initiatives are linked through AchieveTexas and in other appropriate ways.
- South Texas Border P-16 Network: Tech Prep facilitates the Lower Rio Grande P-16 Council, one of four P-16 Councils operating in the 7-county Region One Education Service Center area, and has representatives serving on the South Texas Border P-16 Network; the Network brings leaders of the region's P-16 Councils together for collaborative planning, implementation, and data-collection.
- Brownsville Business and Education Coalition—the Brownsville Chamber, other Brownsville community leaders, and Tech Prep are currently working on creating the Brownsville Business and Education Coalition to pursue goals similar to Tech Prep's regional goals.

PUBLIC- AND PRIVATE-SECTOR SUPPORT: Tech Prep's Tech Prep Texas Scholars program was developed in collaboration with the Texas Business and Education Coalition, an organization with which Tech Prep continues to collaborate closely. Colleges and universities fund many of the Dr. Lauro F. Cavazos Tech Prep Scholarships, and donations provided by private-sector employer supporters fund other scholarships as well as local funds for activities that cannot be supported with grant-funds resources.

SOME OF THE PAST RECIPIENTS OF THE DR. LAURO F. CAVAZOS TECH PREP SCHOLARSHIPS

OMAR VISAIRO

In June of 2003 Tech Prep granted a \$5,000 Dr. Lauro F. Cavazos Scholarship to an Edinburg North High School senior who had a desire to be an electrical engineer. Omar Visairo was selected to receive the scholarship. Omar graduated from the University of Texas Pan-American in three years with a degree in electrical engineering. He was a member of the Institute of Electrical & Electronic Engineers where he served as Program Director during his senior year. Upon graduation he was hired by Halliburton Energy Services, where he continues working at the Hobbs, New Mexico, installation. He is now married to the former Adela Garcia.

JOSE ARMANDO SAENZ II

Jose Armando Saenz II, a 2005 graduate of McAllen High School, received a \$5,000 scholarship and went to Notre Dame University, where he began studying engineering and is now a pre-med student. "Multi-faceted" is a word that could be used to describe this young man. He has many interests besides his pre-med studies, also studying sociology and computer science and being interested in music, Hispanic heritage, and faith. Jose dances in the Ballet Folklorico, performs in a Spanish choir, and is a Sacristan server at the Spanish Masses held on campus. Team and individual competitions help Jose keep in shape through inter-hall football and university track.

MICHELLE LEE GOMEZ

Michelle Lee Gomez is a 2006 graduate of Los Fresnos High School and a \$4,000 recipient of the Dr. Lauro F. Cavazos Tech Prep Scholarship. She is maintaining a 4.0 GPA as a Chemical Environmental Technology major at Texas State Technical College Harlingen. Extracurricular activities help to balance her education. She is a Mustang Ambassador for the College Information Office where she is a tour guide and presenter. Michelle dances with the Silver Spurs; is a peer mentor; and secretary of the Chemical Environmental Technology Club.

CHRISTINA RIVERA

Christina Rivera is a 2001 graduate of Rio Grande City High School and received a \$2,000 scholarship to South Texas College. She graduated from STC in December 2004 and went to work for the Rio Grande City Independent School District. In Tech Prep RGV's 2005 annual report, Rivera stated: "As I develop my career, it's easy for me to understand that my involvement with Tech Prep of the Rio Grande Valley gave me the benefits of enhancing my technical skills and getting ahead in my college education. I'm very proud to be a college graduate, and I whole-heartedly endorse Tech Prep because Tech Prep helps youngsters prepare for college and it helps students to succeed in life."

LOWER RIO GRANDE VALLEY INFORMATION REGARDING STUDENT TRANSITIONS
Compiled by Tech Prep of the Rio Grande Valley, Inc.

| College | 2003-2004 ¹ | | | 2004-2005 ¹ | | | 2005-2006 ² | | | 2006-2007 ³ | | | TOTALS, 2003-2007 | |
|------------------|------------------------|-----------------------------|-------------------------|------------------------|-----------------------------|-------------------------|------------------------|-----------------------------|-------------------------|------------------------|-----------------------------|-------------------------|-------------------|---------|
| | Students Enrolled | Articulated Credits Awarded | Tuition and Fee Savings | Students Enrolled | Articulated Credits Awarded | Tuition and Fee Savings | Students Enrolled | Articulated Credits Awarded | Tuition and Fee Savings | Students Enrolled | Articulated Credits Awarded | Tuition and Fee Savings | Students | Credits |
| STC | 5 | 18 | \$847 | 5 | 30 | \$1,412 | 7,510 | 34,060 | \$2,560,000 | 2,972 | 9,112 | \$1,038,800 | 12,644 | |
| TSTC | 163 | 591 | \$87,704 | 102 | 370 | \$59,385 | 1,790 | 8,630 | \$1,510,250 | 1,768 | 8,360 | \$1,500,620 | 62,341 | |
| UTB/TSC | 1,315 | 7,093 | \$733,771 | 863 | 5,353 | \$553,768 | 891 | 6,196 | \$785,948 | 970 | 7,271 | \$1,392,541 | \$6,246,633 | |
| Total RGV | 1,483 | 7,702 | \$775,870 | 970 | 5,753 | \$614,565 | 10,191 | 48,886 | \$4,856,198 | 5,710 | 24,743 | \$3,931,961 | | |

1 For 2003-2005, credits awarded reflects articulated credits only. The tuition and fee savings is based on tuition and fees actually charged by the colleges.

2 Beginning with 2005-2006, "credits awarded" reflects both articulated and dual-credit courses for the reason that both types of courses are appropriately included in College Tech Prep graduation plans. Tuition and fee savings continues to be based on actual tuition and fees charged by colleges.

3 **NOTES FOR UPDATE IN 2006-2007:**

A. For STC the figures reported for 2005-2006 were inaccurate. In the reporting process, a "wrong total" was picked up and the discrepancy was not identified until 2006-2007 counts were being reported. For 2006-2007, the STC figures reflect career and technology dual enrollment only (excluding articulated credits)—no students requested credit for articulated courses. See explanation below.

B. For TSTC, the figures reported for 2005-2006 were inaccurate in terms of dollar savings. The total saved was reported at \$58 per credit hour and should have been reported at \$175 per credit hour. The actual total savings to students was \$1,510,250, not \$500,540, as originally reported. The 2006-2007 figures reported include 34 students who received 42 credits through ATC. The balance of credits reported are for academic and dual credit course participation and credits earned.

C. For UTB/TSC, the figures reported includes articulated and dual-credit career and technology course credits.

RELATIONSHIP BETWEEN ARTICULATED-CREDIT COURSES AND DUAL-CREDIT COURSES:

There is a technical distinction between articulated and dual-credit courses. Both types of credits can allow students to earn college credit in high school, satisfying "advanced measure" requirements for the Distinguished Achievement Program and HB1 requirements that school districts offer programs through which students can earn college credits in high school. There are other advantages and disadvantages to both types of credits, as follows:

Articulated-Credit Courses:

Advantages: Credit is held in escrow—"banked"—until the student enrolls at the college. Enrollment requirements allow students to attempt college-level work without penalty. Student does not begin earning a college GPA while in high school, meaning no potential for negative financial-aid repercussions.

Disadvantages: Student does not receive a grade on a college transcript at the time the course is taken; student has to request credit for the articulated course at the college.

Dual-Credit Courses:

Advantages: Student receives a grade on a college transcript at the time student completes the course. Student does not have to remember to request the credit at the college level.

Disadvantages: Because the student receives a grade on a college transcript at the time the course is taken, student begins earning a college GPA while in high school. If student does poorly in the course, this can have negative financial-aid and college-standing repercussions. Can also create issues with financial-aid programs tied to completing college on time if student changes majors.

**SUMMARY OF DOCTORAL RESEARCH FINDINGS
REGARDING STUDY OF POSTSECONDARY TECH PREP STUDENTS
IN THE RIO GRANDE VALLEY OF TEXAS**

as of January 17, 2008

Belinda Torres is Tech Prep Coordinator for the Lower Rio Grande Valley Tech Prep Consortium, better known as Tech Prep of the Rio Grande Valley, Inc. She has almost completed the work for doctorate in education from the University of Houston, and the focus of her study was the academic performance of postsecondary Tech Prep students.

To complete her study, Ms. Torres examined records for 446 college students (223 Tech Prep postsecondary students and a comparison group of 223 non-Tech Prep postsecondary students) that matriculated into two-year postsecondary institutions in Fall semester 2002. Data was provided by South Texas College, Texas Southmost College, and Texas State Technical College Harlingen for the random sample. (The colleges did not readily have all of the data available and had to collect the data for her online and through document reviews.)

Ms. Torres' findings indicate that the Tech Prep students did better than their peer group in meaningful, statistically significant ways. In particular, the Tech Prep students graduated from college at higher rates and completed college more rapidly than their non-Tech Prep peers.

There were four research questions, two which did not prove the research hypotheses:

1. There is a statistically significant difference between the college placement exam passing rates of Tech Prep postsecondary students and the college placement exam passing rates of non-Tech Prep postsecondary students at the time of matriculation to a two-year postsecondary institution.
2. There is a statistically significant difference between the college grade point average of Tech Prep postsecondary students and the college grade point average of non-Tech Prep postsecondary students at the time of graduation from a two-year postsecondary institution.

For two research questions, the research hypotheses were supported by the data:

1. There is a statistically significant difference between the length of college program completion and graduation of Tech Prep postsecondary students and non-Tech Prep postsecondary students: **The mean length of time for program completion is lower for Tech Prep postsecondary students (8.35 semesters) than for non-Tech Prep postsecondary students (10.14 semesters).**
2. There is a statistically significant difference between the graduation rates of Tech Prep postsecondary students and non-Tech Prep postsecondary students. **The results obtained show higher graduation rates for Tech Prep postsecondary students (58 out of a sample of 223) than for non-Tech Prep postsecondary students (24 out of a sample of 223).**

The abstract of Ms. Torres' dissertation is attached.

ABSTRACT

With an increasingly technological and competitive world economy, more jobs than ever require the advanced skills and knowledge that a postsecondary education provides. Although there are dire efforts to improve the quality of elementary education and secondary education, the United States' international lead in college completion rates is falling. To be successful in their matriculation from secondary to postsecondary education, students need to be supported by a well planned educational transition system. Unless schools prepare their students with opportunities to move on to college, a successful transition will occur for only a handful of students (Bragg, 1999).

Tech Prep is one programmatic option that students have to begin earning college credit while still enrolled in high school and prepare for a successful transition to postsecondary education. *Tech Prep* programs combine academic courses that are needed for success in college with technical courses that begin to prepare students for a career (Hull & Parnell, 1991).

The purpose of this study was to compare the academic performance of *Tech Prep* students and non-*Tech Prep* students enrolled in two-year postsecondary institutions in South Texas. A causal comparative research design was used to test the hypotheses in the study. The grouping or independent variables were *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students. The random samples consisted of 223 *Tech Prep* postsecondary students and 223 non-*Tech Prep* postsecondary students that matriculated into a 2-year postsecondary institution in South Texas during Fall Semester 2002. The dependent variables were the academic performance of the postsecondary students. More specifically, the academic performances that were compared are college placement exam scores, college grade point average at the time of graduation, length of time for graduation, and graduation rates.

The first of the four research questions addressed in this study stated: How do college placement exam passing rates of *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students differ at the time of matriculation? The analysis using the Pearson Chi-Square Test yielded a χ^2 of .386 that was not statistically significant (.535). Therefore, the following nondirectional research hypothesis was not accepted: There is a statistically significant difference between the college placement exam passing rates of *Tech Prep* postsecondary students and the college placement exam passing rates of non-*Tech Prep* postsecondary students at the time of matriculation to a two-year postsecondary institution.

The second of the four research questions addressed in this study stated: How does the college grade point average of *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students differ at the time of graduation? The analysis shows that the mean GPA of non-*Tech Prep* students (3.11) was slightly higher the mean GPA of *Tech Prep* students (3.04). However, the t-test for unpaired samples yielded a t of 0.75 that was not statistically significant (= .459) and an effect size ($\Delta=+0.18$) that was not educationally meaningful. Therefore, the following nondirectional research hypothesis was not accepted: There is a statistically significant difference between the college grade point average of *Tech Prep* postsecondary students and the college grade point average of non-*Tech Prep* postsecondary students at the time of graduation from a two-year postsecondary institution.

The third of the four research questions addressed in this study stated: How does the length of college program completion and graduation of *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students differ? The analysis shows that the mean length of time for program completion is lower for *Tech Prep* postsecondary students (8.35 semesters) than for non-*Tech Prep* postsecondary students (10.14 semesters). The t-test for unpaired samples yielded a t of 2.89 that was statistically significant (= .005) and an effect size ($\Delta=+0.77$) that was educationally meaningful. Therefore, the following nondirectional research hypothesis was accepted: There is a statistically significant difference between the length of college program completion and graduation of *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students.

The fourth of the four research questions addressed in this study stated: How do the graduation rates of *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students differ? The results obtained show higher graduation rates for *Tech Prep* postsecondary students (58 out of a sample of 223) than for non-*Tech Prep* postsecondary students (24 out of a sample of 223). The analysis using the Pearson Chi-Square Test yielded a χ^2 of 17.27 that was statistically significant ($<.001$). Therefore, the following nondirectional research hypothesis was accepted: There is a statistically significant difference between the graduation rates of *Tech Prep* postsecondary students and non-*Tech Prep* postsecondary students.

The results of this study seem to suggest that participation in a *Tech Prep* program may have a positive effect on college performance. The findings show that *Tech Prep* students outperformed non-*Tech Prep* students in some critical measures of collegiate success. In particular, *Tech Prep* postsecondary students graduated from college at higher rates and completed college more rapidly than their non-*Tech Prep* postsecondary peers.

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The Region I Education Service Center College Transition Project

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Outline

- The Texas Schools Project
- The Region I ESC College Transition Project

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Statewide Studies Project

- Education research center established in early 1990s. National model for similar research centers in other states
- Individual level K-16 statewide education data from Texas Education Agency and the Texas Higher Education Coordinating Board
- 72 publications in peer-reviewed academic journals and working papers covering a broad range of education issues
- Official State Education Research Center
 - Ray Marshall Center, National Center for Education Achievement, The Charles A. Dana Center
- College/labor market transition and success, determinants of education achievement, teacher quality

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Region I ESC College Transition Project

- Funded by TG Foundation
- Collaboration between Region I ESC, Tech Prep of the Rio Grande Valley, 37 Region I districts, and TSP
- College transition disaggregated by Career & Technology participation and low-income status for graduating seniors in 2004 and 2005
 - College Transition Reports for each district
 - Region I college transition report
 - Tech Prep of the Rio Grande Valley report
- College enrollment includes all Texas public postsecondary institutions and 92% of out-of-state and private college nationwide

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Region I CTE College Transition Report

- Two-Year College Transition
 - Enrollment in any two-year institution only within 2 semesters after graduation (summer and fall semesters for spring semester graduates)
- Four-Year College Transition
 - Enrollment in any four-year institution within 2 semesters after graduation
 - Can include two-year enrollees
- Career & Technology Participation indicator
 - No CTE participation
 - Non-coherent sequence taker
 - Coherent sequence taker
 - Tech Prep

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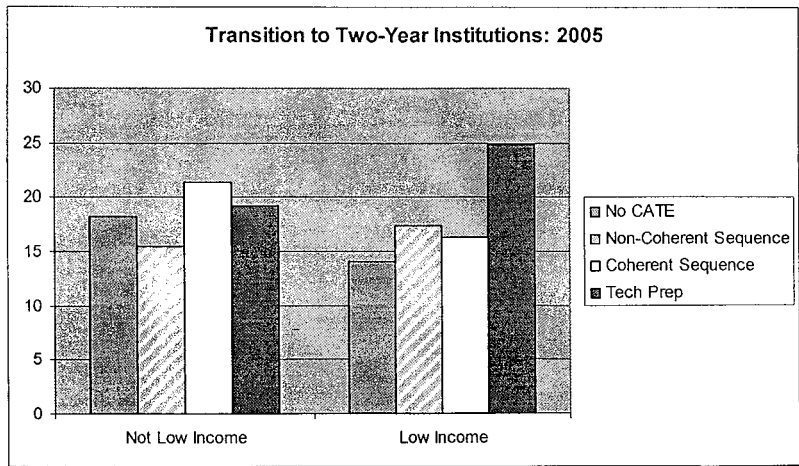
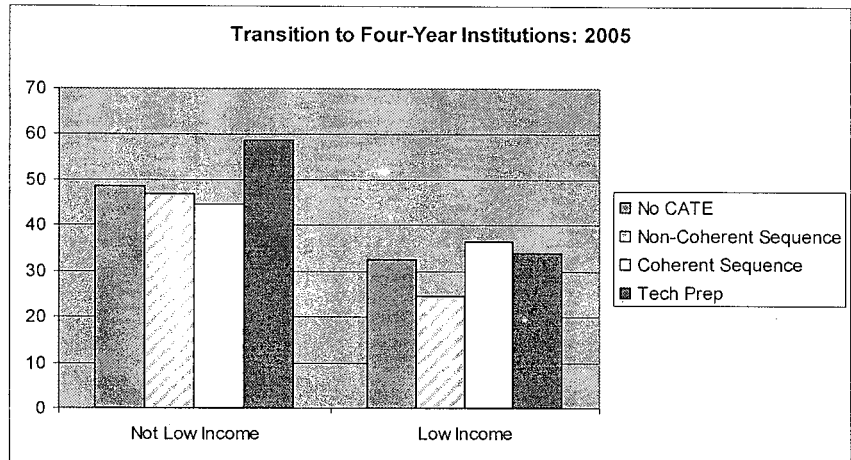
District College Transition Reports

- Separate report for each district
- Transitions reported separately for each high school in district
- Includes transition rates for Region I as a benchmark

Table 1: Percentage of Spring Semester Graduates In each Year who Transition to any Two-Year Postsecondary Education Institution, by Career and Technology Status and Low-Income.

| CTE Status | Year | Example High School | | District | | Region | |
|-----------------------------|------|---------------------|----|--------------------|----|--------------------|----|
| | | Free-Reduced Lunch | | Free-Reduced Lunch | | Free-Reduced Lunch | |
| | | Yes | No | Yes | No | Yes | No |
| None | 2004 | | | | | | |
| | 2005 | | | | | | |
| Non-Coherent Sequence Taker | 2004 | | | | | | |
| | 2005 | | | | | | |
| Coherent Sequence Taker | 2004 | | | | | | |
| | 2005 | | | | | | |
| Tech-Prep | 2004 | | | | | | |
| | 2005 | | | | | | |

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Policy Implications

- District level
 - Basis for identification of strengths and challenges
 - Basis for extension of report to include other measures
 - Coursetaking, program participation
 - College remediation, persistence
- Region level
 - Use of data to improve capacity to respond to challenges facing districts
 - ESCs ideally situated to serve as facilitator between researchers and districts
 - Increased communication among districts around reports
- State level
 - Demonstration of use of statewide data systems to provide critical information to districts
 - Basis of extension to other regions

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SECONDARY ISSUES AND PROPOSED SOLUTIONS

Issues and Proposed Solutions Regarding Data and Accountability Systems

Issue #1: Multiple accountability systems create what is undoubtedly an “unintended consequence” of the individuals (particularly employers) demanding improvements in the system: an over-focus on testing for testing’s own sake.

Solution: Encourage programs that blend academics and career and technical education (CTE). Engaging students in CTE courses that are integrated with academic instruction provides rigor and relevance and improves student performance, creating the happy “by-product” of good student performance on standardized test and other important secondary measures.

Issue #2: High schools are not “required” to test for college readiness, and there is no provision for school districts to be paid to have students who passed the exit-level TAKS continue to take applicable sections of the TAKS tests until they meet college-entrance requirements on the TAKS (college-entrance requirements are significantly higher than high-school graduation requirements). Many students meet the requirements for graduation from high school but fail to meet the standards transitioning into college without need for remediation. The result is that the colleges spend the next two years remediating any students who appear to need help to do college-level work. Another problem is that students who actually enroll in dual-credit courses are required to take TSI (Texas Success Initiative—college entrance exam) tests. Articulated-credit courses do not carry the TSI requirements and also do not result in the issuance of college transcripts. However, for students who want to pursue the dual-enrollment opportunity, the cost of TSI tests can be a barrier for those students who do not have the money to pay for the tests. Often districts pay testing fees only once or not at all, and students cannot pursue dual-credit courses without taking the tests. Because students progress academically as they take the classes (moving from certificate programs into degree programs), there is a need to retest so that students become eligible for higher-level dual classes for which they have completed the prerequisite test scores.

Another consideration is the fact that the state has mandated end-of-course exams starting in 2011. There are 12 of them—3 in each of the four core areas that a student must pass to graduate. This is a lot of testing! (In this regard, please refer to Issue #4 and recommended solution, below.) Currently, there are so many mandates on what should be tested and when, that the time for instruction is diminished. Also, our school district partners have found that remediation in grades 11 and 12, as currently administered, takes away the opportunity for students to participate in CTE courses.

Solutions: There are several proposed solutions:

- (1) High schools should be “required” to test for college readiness at the tenth grade and then spend the next two years remediating any students who appear to need help to pass all portions of college-entrance exams without needing remediation in any subject area. However, careful thought needs to be given to the way that remediation prior to high school graduation is structured. It would be far better for school districts to implement the integration of academics and CTE rather than to implement a “straight academic” remediation system. The student outcomes in the Rio Grande Valley are proof that integration of academics with CTE is a better approach than academic remediation as currently implemented by many school districts.

- (2) School districts should be provided funding to pay for multiple TSI (Texas Success Initiative—college entrance exam) tests for their students who demonstrate financial need.
- (3) There should be state scholarship aid given for high-school students who take in high school academic and CTE courses that provide dual credit at both high school and college levels.

Issue #3: School districts constantly struggle with correctly coding and identifying students in the PEIMS system. The rules are complex, and the staff inputting data into the system vary from district to district and sometimes from campus to campus. (However, despite problems with the system, Texas is to be praised for having the data available! Many states do not have data as good as the data available to researchers in Texas.) Schools in our region work hard to report data correctly, and at the consortium level we bring secondary and postsecondary educators together and provide cross-training for them in both data-collection systems.

Solution: Clarify and simplify the CTE definitions, including clear delineation between Code 2 (coherent sequence) and Code 3 (Tech Prep), and make the entry of data into the system easier (my understanding is that coding a student as a “3” takes more time and more screens than coding the student as a “2”).

Issue #4: The multiple ways that students can earn credit for one CTE course creates confusion for individuals who do not have a strong background in curriculum but are nonetheless responsible for implementing programs at the local level. Sometimes our local practitioners do not understand the many options available for one course in one graduation plan. Consider, for example, one very common CTE course, Business Computer Information Systems I (“BCIS”). Depending on the school district and articulation agreements that are in place for that school district with local colleges, a student might potentially be able to earn credit for BCIS through local articulation, statewide articulation, or dual enrollment. The PEIMS number for the BCIS course would vary based on whether the student qualified for college credit through local articulation, statewide articulation, or dual credit. In addition, SACS requirements for high school teachers are different than SACS requirements for two-year college faculty. Statewide-articulation solves the SACS issues for colleges but is not fully supported by all of Texas’ two-year colleges (see the list of Texas colleges that are currently participating at http://www.atctexas.org/articulation/participating_colleges.pdf).

Solution: Retain provisions for local articulation—which is sometimes the best and/or only option available in some parts of the state and/or for some programs, but improve the statewide-articulation system in these ways: (a) require all colleges to participate; (b) require—and fund the development of—a system of assessments or end-of-course exams. (NOTE: End-of-course exams would require that school districts and colleges utilize the same end-of-course exams for the same courses. Any testing system implemented and using this model should be correlated with the end-of-course exam process being implemented at the state level. The process of any test that requires the student to master the same competencies in high school and in college—whether academic or CTE—should be allowed to substitute for the end-of-course exam that would otherwise be required for high school students. This should achieve the intended outcomes of the end-of-course exams and would, to some extent, simplify the testing process for school districts.) Transition statewide-articulation away from a negotiated process that many colleges do not support and transition it to a system with standardizing assessments for WECM (Workforce Education Course Manual) courses included in the ATC (Advanced Technical Credit) crosswalk. A similar system might be implemented for the courses included in the ACGM (Academic Course Guide Manual). This will make a significant improvement to the statewide-articulation system and possibly to the end-of-course exams currently being developed for high

school students. Going to a system of aligned secondary-postsecondary assessments would also remove faculty-credential issues from that system.^a

Issue #5: School districts have freedom to name their own courses and often use different names and PEIMS numbers for courses that contain essentially the same content and teach essentially the same knowledge and skills. This makes it a challenge to create program-of-study models that districts can use to counsel students.

Solution: Streamline the CTE course-offering options available to school districts so that districts have one option, one course name, and one PEIMS course number for a course covering one set of knowledge and skills rather than multiple course names and PEIMS numbers for a variety of similar courses. This approach, should help diminish confusion and improve student counseling and advisement. (Work on this activity is already underway at the state level, and implementation is scheduled to begin in the 2010-2011 academic year.)

Issues and Proposed Solutions Regarding Student and Family Counseling and Advisement

Issue #1. State leadership guiding the current Texas P-16 is biased toward a baccalaureate-only/academics-only approach that makes it more difficult than it should be to implement high-quality, rigorous and relevant education for students including CTE programs. Our counseling systems, together with a current focus by the state agency responsible for leading P-16 initiatives at the state level (THECB), stress baccalaureate degrees as the first-and-best options for all students. Although it is true that we need our public schools to graduate literate students and that baccalaureate degrees are important, it is not true that emphasizing baccalaureate degrees to the extent that two-year degrees are considered “second class” is going to produce success in producing the high school graduates that the business community needs and wants.

There are many studies (U.S. Department of Labor, Texas Business and Education Coalition, Texas Workforce Commission, and others) that point to our needs to create a technical workforce for Texas and the nation to succeed in a global economy. We need our education systems to produce a significantly greater quantity of technicians than they are producing. We see the disparity of emphasis both at the state level and in the way high schools indicate systems for weighted GPA credit. The median age at community and technical colleges is 28, and two-year institutions in our region are seeing what they call “reverse transfer,” in which students who have earned baccalaureate degrees cannot find jobs and return to school to acquire skills that will allow them to become gainfully employed. This is an expensive way to educate our students,

^a In the first draft of this section, I compared end-of-course exams for statewide-articulated courses with testing for AP exams, which enjoy a wide degree of acceptance and support in our school districts. One of our university administrators with responsibility for student services had strong opinions on the subject of AP exams, and the arguments presented made sense to me. I therefore changed the wording in the recommendation and am included that individual’s comments here: “I do not think that using the AP test as a model for CTE credits is a good one. The level of successful passage of the AP tests is very low nation wide and in Texas. Whether this is a problem with the test or the students’ level of preparation can and probably should be looked at in depth. Either way, this form of testing is resulting in decreased access to postsecondary credentialing, not more. I totally support learning outcomes assessment and believe we should be committed to the vertical alignment of learning outcomes between the secondary and post secondary levels. We must have systems that support continuous improvement. I just don’t think that AP is a good model. Instead, I would like to see a system where the learning outcomes bridges between secondary and postsecondary are evaluated down to the specific learning bites; for example, mastery of compound fractions. I would recommend that the learning items that are evaluated during course exams in high school and the learning outcomes that are required in the college entrance tests such as ACT and College Board be evaluated and aligned. This should reduce the need for developmental education on the postsecondary level, and it should help public and private school districts to evaluate on a student-by-student basis, year by year, where extra instruction could and should be targeted to help students with successful transition to college.

costing the state money in terms of both the postsecondary-education costs and lost productivity in the workforce, and creates student-loan burdens for students. Setting up a system that promotes the kinds of workforce-related, articulated systems we have developed in the Valley as viable options for students would improve the system for everybody without hindering any young person's opportunity to achieve his or her personal lifetime goals. Texas should implement a system that places the same value and future orientation on workforce-related degrees (or manual intelligence) as on liberal arts degrees. We need both, but the reality is we need many more of the technical degrees that Texas is producing in a system that is top-heavy with its emphasis on baccalaureate degrees and academics-only counseling.

Solutions: There are two proposed solutions in this area:

- (1) Develop and implement state policies that value CTE as a viable and integrated option providing relevance and motivation for students to do well in courses that encompass level of academic rigor significant enough to prepare students to do well on standardized tests. Statistics for Rio Grande Valley Tech Prep and CTE students demonstrate that the approach of emphasizing excellence in both academics and CTE produces excellent results in terms of student outcomes.
- (2) Develop and implement a statewide awareness campaign for workforce programs (with career/technical orientation) to replace the immediate coming loss of all the baby boomers across the nation in almost every key industry. The pipeline of workers needs to be rebuilt, and rebuilt quickly, if Texas is going to remain competitive in the global economy.

Issue #2. Locally articulated, statewide-articulated, and dual-credit CTE courses are not treated the same way as academic courses in all state systems. This creates problems for school district staff, college partners, and consortium staff who market CTE opportunities to students and parents.

Solution. When academic course achievement includes rewards for students, comparable CTE courses need to provide comparable rewards. Specifically, we need both articulated and dual-credit CTE courses to be sources of rewards for students in these programs:

- The Distinguished Achievement Program: we need locally articulated, statewide-articulated, and dual-credit CTE courses to continue counting as advanced measures, which they do now (see attachment). Building these rewards into state policy took a significant amount of effort, and this system needs to remain in place. The current language is excellent, and we need those Distinguished Achievement Program rewards for college-level CTE courses to remain in place. (Also, HB 3485 in the last legislative session amended TEC Sec. 28.009 and made it clear that CTE courses are included in the 12-college-credit opportunities that school districts are required to provide for students. We need this language, too, to remain in place.)
- The Uniform GPA System: High school weighted-GPA systems sometimes provide more "weight" for AP courses than for courses that award actual college credit for either academic or technical courses. This leads high school students and their parents to elect these courses over college-credit courses or courses that may lead to a reduction in the number of courses students would be required to take at college. Students choose these courses for the purpose of having a higher GPA at the time of graduation from high school. In addition, CTE courses have been omitted from the current recommendations made for Uniform GPA Standards as recommended by THECB. Consider this report, which was shared with me by a school district partner in our region:

Uniform GPA Standards proposed by THECB to comply with requirements of HB 3851: we need locally articulated, statewide-articulated, and dual-credit CTE courses to receive the same treatment as academic dual-credit courses in the system proposed by THECB Commissioner Raymund Paredes, as follows (summary taken from TASB Legislative Report, April 2008):

THECB COMMISSIONER PROPOSES UNIFORM GPA STANDARDS

HB 3851 requires the Texas Higher Education Coordinating Board to develop a uniform GPA methodology to be used by Texas universities in admission decisions, including the Top 10 percent admission decisions. Undergirding Paredes' proposed methodology is his belief that the uniform GPA should include only those 'academic' courses that would be predictive of a student's success in college. Paredes suggested including only the 'academic' courses in the Recommended High School Program and advanced courses listed in the "NO PASS NO PLAY" rule. Paredes proposed a 4.0 scale with a "plus one" for weighted courses (i.e., a 5.0 scale for a weighted course). No additional weight would be given for pre-AP, pre-IB, and Honors courses. Paredes' plan would also give the 'plus one' weight to Dual Credit courses. Paredes also proposed that weighted courses taken in Middle School would also get the 'plus one' weight. The new rule would be implemented with fall 2009 admission decisions (i.e., decisions made during the 2008-2009 school year). Paredes said he would work with legislators to move the implementation date to the fall of 2012. The proposed rules will be released no later than July of this year. A public comment period will follow, with THECB adopting final rules in October."

Solution (cont.): Any rules that treat CTE courses as "second class" are discriminatory and are not good public policy. CTE courses that allow high school students to earn college credit in high school should be treated exactly the same way as academic courses that allow students to earn college credit in high school (including GPA weighting for the courses), with this correlation:

- Locally articulated and statewide-articulated courses should be treated the same as AP courses^b. Completing an AP course in high school gives a student the option to test out of the college course covered by the high school AP course. Texas should (a) develop a statewide system of assessments for statewide-articulated courses modeled on the system determined best by the state but utilizing the same end-of-course exam at both the high school and the college level and (b) develop a statewide system of teacher training similar to the training provided for AP teachers. Students receive both AP credit and credit for articulated courses as a post-high school-graduation experience, with credit appearing on the college transcript at the time the student enrolls in college. Therefore, treating the courses the same way seems reasonable.
- Prerequisite CTE courses should be treated the same as pre-AP and honors courses.
- With respect to weighted GPA, dual-credit CTE courses should be treated the same way as dual/concurrent-credit academic courses. Students receive grades on college transcripts at the time they complete these courses, whether the courses are academic in nature or CTE in nature. Students who earn college credits in high school should receive recognition at graduation, and awarding weighted-GPA credits for this achievement would be one way to provide that reward.

It would be good to require high schools to grant a much higher GPA credit for any course taken that allows students to earn college credit in high school, regardless of whether that course is an academic course or a CTE course. The weight of these courses should be sufficiently high to attract the attention of students and parents, so that students will give serious consideration to taking advantage of earning college credit in high school.

Issue #3: School districts face significant challenges in providing meaningful college and career counseling for students, which results in many students/families' not receiving the counseling they need to make informed college and career decisions. We have many excellent "partial solutions" in our region:

- (1) Some districts have developed whole-campus and/or district advisement systems in which all high school personnel work with small groups of student advisees to provide advisement for college and career planning and course scheduling.
- (2) A few districts have automated their student scheduling systems, which facilitates the process of counseling with students, which reduces paperwork requirements, speeds the process, and ensures that students are enrolled in courses appropriate for the graduation plans they have developed.
- (3) Texas State Technical College has implemented and secured funding for an Achieve Texas Advisors system in which the college has hired college staff in school districts as shared advisors working between the college and the high schools; these individuals understand the six-year graduation plans developed through the consortium's efforts and can advise students and parents about the ways that

^b However, please see the comments about AP courses that are included in Footnote 1, above. I am leaving the "AP" references in place, but please note that I am actually referring to a system of end-of-course assessments and not specifically to AP as such. State leadership should study and evaluate the effectiveness of the AP system and determine whether it warrants continuing support when decisions must be made regarding the best utilization of resources.

academic and CTE courses taken in high school can translate into a head start on programs of study leading to certificates and/or Associate of Applied Science degrees at the college.

- (4) Texas State Technical College, South Texas College, and Texas Southmost College are all developing six-year College Tech Prep graduation plans and school districts are beginning to counsel and advise students in ways that are appropriate for those plans.
- (5) Several colleges and universities—UTB/TSC, TSTC, and UTPA—are implementing summer bridge programs that include both the acquisition of college credits and college-and-career advisement and graduation-plan development components.
- (6) The Region One ESC and Tech Prep RGV are working with the Texas Business and Education Coalition (TBEC) attempting to achieve regional implementation of an online student counseling system that TBEC is advocating as the Achieve Texas/TBEC system. This system, developed by TBEC in collaboration with Kuder, which is customizing the system for Texas and has the potential to facilitate effective student counseling and regional education and workforce planning. This system is not fully implemented or operational at this time and therefore cannot be evaluated for effectiveness at this time.

Despite efforts such as those described above, the problem of effective career counseling remains an issue for our schools and, we believe, for schools in the state as a whole. Ineffective career counseling translates into ineffective service delivery for students and a corresponding loss of time and money at multiple levels.

Solution: There are multiple suggested solutions in this area:

- (1) Develop incentive programs for effective secondary and postsecondary systems, and showcase effective systems in appropriate state settings. Consider having one of the state education research centers do a study that identifies best practices that can then be codified for replication at the state level. If a statewide study cannot be funded, this might be a logical “quality study” to be conducted as the next phase of Dr. Lee Holcombe’s research work that is currently underway, funded by the TG Public Benefit Fund in collaboration with our local school districts. The lessons learned in Region One could be translated to formulation of working statewide policies, and we are working with high percentages of economically disadvantaged, predominantly Hispanic students. Our population is representative of the demographic population that Texas must serve effectively to remain competitive in the emerging global economy.
- (2) Automation has tremendous potential to improve college and career counseling for students and families. In designing effective secondary system student support systems, consider legislation that has funding attached to create a technology service infrastructure that would permit secondary school systems to automatically register students for regular, articulated, and dual-credit academic and CTE courses and automatically transfer transcripts from high schools to colleges. This automation would also help support the uniform application of the TBEC/Achieve Texas Kuder system for advising. It would also help high schools to track student test results both for academic and CTE articulated/dual-enrollment courses.
- (3) It would be good for all high schools to have on file a six- or eight-year plan for every student. (This system, too, could be automated if standardized secondary-postsecondary student

information systems were in place). These graduation plans should be accessible to colleges so they can appropriately facilitate the students' learning outcomes and journey to the next level.

- (4) Some high schools now provide interest and aptitude assessment for students as eighth graders and sophomores, and these districts then provide basic skills testing for seniors, often using ACT tests that incorporate career planning. It would be helpful to use this and the TBEC/Kuder system and to have enough advisors available in the high schools to personally go over these results annually with the students, including the parents in this process. Even though this would take a lot of work on the part of multiple staff from multiple agencies, it would be a more proactive way to set students up for success. (In the Valley, Tech Prep RGV manages one shared-access, FERPA-compliant system designed for this purpose, and we are working with the Region One ESC and TBEC to implement another. A statewide mandate for systems like this, operated through an intermediary system at the regional level, would help bring implementation into reality.)

Some Thoughts About Funding

Issue #1: Some state-funded financial aid programs do not reward students for taking the maximum number of possible credits in high school and thereby fully utilizing their senior year (see attached example). Public policy should encourage students to maximize their potential in high school and do as much “changing of majors” as they can at the high school level, rather the significantly more expensive career exploration that often can and does occur at the college or university level.

Solution: Re-examine state financial aid programs and incentivize the process for high school students to earn as many college credits as possible, both CTE and academic, in high school utilizing a program-of-study format that encourages students to graduate from high school prepared to enter and succeed in an initial college major.

Issue #2: Some individuals had questions as to whether the best possible use is being made of the per-student funding that has been allocated to school districts under HB1 to assist students with college transition.

Solution: It might be useful for school districts be required to report, in an easily accessible, open format, on the utilization of their HB 1 funds that are designed to be used for college access. This would help identify best practices and would be helpful in promoting additional P-16 partnerships to facilitate the goal of improving student access and ultimate graduation from postsecondary institutions.

POSTSECONDARY ISSUES AND PROPOSED SOLUTIONS

Secondary Issues Incorporated by Reference

Our colleges and universities are all working proactively with local school districts. The issues described as “secondary issues” impact our postsecondary partners as well. Therefore, for purposes of this document, all of these issues are incorporated herein by this reference! The other issues described below, then, are unique to the colleges:

Issue #1: Texas school districts, colleges, and universities are accredited by the Southern Association of Colleges and Schools (SACS). SACS guidelines and principles for faculty credentials are different for high school faculty, college faculty, and university faculty. While SACS rules do allow for associate degrees and work experience to count toward faculty qualifications, inconsistent interpretations and application of these rules has resulted in many universities not accepting some secondary dual credit and postsecondary degrees and courses. Transfer of workforce-related courses from community and technical colleges to universities can be difficult to these faculty-credentialing issues and also because there sometimes are not comparable programs at the universities.

Solution: Use the programs developed in the Rio Grande Valley as models (in which Associate of Applied Science degree graduates have the opportunity to move into Baccalaureate of Applied Arts and Science, Baccalaureate of Applied Technology, and traditional Baccalaureate of Science programs). Create state policy requiring all publicly-funded postsecondary institutions to create agreements that facilitate the transfer of students from Associate of Applied Science degree programs into baccalaureate programs that allow students to continue their education without starting over. This will help “sell” the workforce-related programs that produce the technically trained workforce our economy needs while creating pathways that students can follow to transition successfully back and forth between the workplace and the college/university as they move forward in their lives and careers and continuing education becomes a requirement for continued career advancement.

Ideally, it should be possible for Texas to design and implement a K-14 system in which high school students who make wise choices and study hard have the opportunity to finish high school and graduate with both a high school diploma and an Associate of Applied Science workforce degree that represents the first two years of work toward a four-year Applied Bachelor's Degree. The Baccalaureate of Applied Technology and Bachelors of Applied Science degrees available to students in our region are examples of two of these kinds of “majors” in which students can move forward in both college and career without the loss of many credits that could occur for students pursuing more conventional degrees. These programs would not be designed to replace the current system, but would, rather, recognize the needs in our economy and the fact that a workforce education is a good way for many students to enter the workforce and then pursue a lifetime of continuing advancement in both education and career.

Issue #2: Colleges in our region all currently award dual credit for career and technical education (CTE) courses to high school students without charge to the students or the districts. In some cases, high school faculty are even paid by the colleges to teach dual-credit CTE courses to students. This year, however, the contact-hour funding formula for colleges has not been fully funded, and colleges have taken a “double hit” on funding for CTE programs through the federal Perkins funding streams: first, funding for Perkins was reduced at the federal level and second, the State Board of Education changed the split on Perkins funding at the state level, reducing the funding for two-year institutions and increasing the funding for school districts.

Unless something is done to help colleges with funding issues, high-quality program offerings will be reduced and/or costs will have to be passed on to students and/or colleges will have to reduce the articulated- and dual-credit opportunities they provide for students. Without funding, critical workforce training programs may be forced to close at a time when the demand for technically skilled workers is increasing. These programs will be expensive to reopen, restaff, and rebuild.

Solutions: There are several solutions in this area—some dealing with funding and some dealing with the laws that allow students to receive credit for dual-credit courses. Proposed solutions are as follows:

- (1) Help colleges address their funding issues. Fund the college formula at 100% if it's possible. Consider creating incentive funding for colleges that is connected to the number of students who transition successfully and the number of credits awarded to transitioning high school students in workforce programs, particularly in the occupation areas targeted by the state and local workforce development boards. Incentivize outreach programs, and consider funding dual-credit summer bridge programs as a component of the base budget. Right now these programs are almost totally grant funded on most campuses, and this makes it difficult for colleges, high schools, students, and parents to count on the availability of these opportunities for students.
- (2) Students who take dual credit should not have those credits count against their financial aid after they enroll in college upon high school graduation. In other words, the students' earned credits would not be counted against their maximum allowed eligibility for certain aid programs, and drops and withdrawals would not count against them. This should be included in the dual/concurrent law. We should encourage our students to earn as many college credit hours in high school as they can, not penalize them for doing so! Students and families would get a win-win for taking advanced academic and CTE classes in high school, and more and more students would complete college credit to support the Closing the Gaps (P-16) initiative.
- (3) The component of the current law requiring colleges to have permission for freshman and sophomore students to take dual credit should be replaced with language stating that all dual-credit students must meet the TSI (Texas Success Initiative—college entrance exam) requirements for testing. This would eliminate a lot of bureaucratic barriers for colleges and universities.
- (4) The state funding formula should provide a higher weighted reimbursement for dual-credit courses for both colleges and high schools. This would make dual credit an attractive alternative for both colleges and high schools and would also help support the additional support services needed for helping students transition successfully from high school to college—such as advising, tutoring, library and health access, for example. These services are needed for high school students who transition to the college setting to succeed at a high level. For example, all high school students really need to have six- and eight-year graduation plans, not four-year graduation plans, because we need our students to make plans in high school to pursue postsecondary education. (The issue of graduation plans is a great issue in most high schools. Four-year graduation plans presently in place at the high school are meaningless because students fail to see the whole picture. A six- or eight-year plan helps students plan for college.) This extra level of funding would give colleges the staff and travel resources to work with students to help make this a reality, particularly for students who are enrolled in dual-credit courses. The law says that all students enrolled in dual-credit courses should have the same support services as on-campus students. The reality is that this is difficult to accomplish with existing resources.

SYSTEMIC ISSUES AND PROPOSED SOLUTIONS

Issue #1: The types of things that need to happen will not happen without a regional-intermediary system. The need for a regional intermediary is supported by the doctoral research done in the Rio Grande Valley by Dr. Norma Salaiz when she completed her own doctorate in May 2004. Texas created a statewide system of Tech Prep consortia in the early 1990s. These consortia are—or should be—business/education partnerships that are appropriately positioned to serve in this regional intermediary capacity. (For information about Texas' 26 Tech Prep consortia, review the law included in this briefing document and also see <http://www.techpreptexas.org>.) Cesar Maldonado is pursuing a doctorate in systems engineering from Texas Tech University at this time, and his research deals with the role played by Tech Prep RGV as a regional intermediary leading the change process for schools in the Rio Grande Valley. A copy of Dr. Salaiz's dissertation summary is included in the documentation submitted, and Cesar Maldonado will be participating in the interview and will share his own work, which he plans to complete this year.

Solution: Utilize the regional intermediary system that Texas has already set up in Tech Prep, adding improvements designed to strengthen the system as necessary to help the system live up to its potential.

Issue #2: Tech Prep is a federally funded statewide system that Texas began building in the early 1990s. The state's Tech Prep system is codified in state law (Texas Education Code Sec. 61.851-61.858), and leadership is vested in the Texas Higher Education Coordinating Board; however, leadership for Texas' Tech Prep system was lacking from 1998 through late 2007. The leadership structure for Tech Prep at THECB has changed in the last few months, and the new "report system" holds promise of doing a much better job than has been done in years. That leadership system is new. The value of Tech Prep as a vehicle the state can and should use is significant, as illustrated by the work done by Tech Prep RGV in the Lower Rio Grande Valley. Tech Prep RGV operates through collaborative partnerships. The beauty of the consortium is that it is owned by everyone and no one at the same time! Plans are developed collaboratively, and leadership and responsibilities are shared. The regional intermediary is in a unique position to lead the change process in the region because there is a consistent focus on the needs of the private sector with respect for the requirements that school districts, colleges, and universities must meet. The documentation provided includes additional information to support these statements. Texas is under-utilizing its Tech Prep system, but that could change!

Solution: Support the leadership changes recently implemented by THECB, but go further by reviewing the applicable portions of the Texas and state laws and fully utilizing the Texas Tech Prep system in the future.

Issue #3: The College for Texans/Closing the Gaps/P-16 initiative has been created under Texas law (Texas Education Code Section 61.076 ff) as a state-funded initiative led by the Texas Higher Education Coordinating Board. It would have seemed logical to take the federally funded Tech Prep system that was already in place and strengthen that system with state funding through addition of P-16 components; however, this is not what happened. P-16 appears to have been created as a system emphasizing academics and excluding CTE. In 2007-2008 state leadership began creating a system of P-16 councils with missions very similar to those of Tech Prep, but disconnected from the Tech Prep system that was already in place in the state. Tech Prep has already created many of the partnerships and done a significant portion of the work that the P-16 councils are charged with achieving. The P-16 councils are doing some work that Tech Prep consortia were not doing, and this work is valuable. For example, P-16 councils are working on vertical alignment of academic courses and are working on the way in which instruction happens inside academic

classrooms. The work to be done by Tech Prep consortia and P-16 councils would be strengthened by connecting the two initiatives. Because the schools, colleges, and universities of this region have become accustomed to working together and relationships have been developed throughout the region, we have been able to connect the work of Tech Prep RGV with the work of the Valley's P-16 councils (there are four!). In other parts of the state, though, even though the Texas Higher Education Coordinating Board is responsible for leading both systems, the work of Texas' Tech Prep consortia and its P-16 councils is disconnected.

Solution: Connect Texas' Tech Prep consortia and P-16 councils so that the entire system can operate in a continuous-improvement manner for both academics and CTE.

REFERENCES/ACKNOWLEDGMENTS

The individuals below are those with whom I spoke in preparing the “issues and recommendations” documents above.

Rio Grande Valley Tech Prep Leaders and Partners

Secondary Education

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FACULTY CREDENTIALS

- Guidelines -

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006

**PRINCIPLES OF ACCREDITATION:
FOUNDATIONS FOR
QUALITY ENHANCEMENT**

**Commission on Colleges
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- 3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**
- 3.5.4 At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

- 3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**
- 3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**
- 3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortial arrangements, the student earns a majority of credits through instruction offered by the participating institutions. *(See Commission policy "The Transfer or Transcribing of Academic Credit.")* **(Institutional credits for a degree)**
- 3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

3.7 Faculty

- 3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty competence)**
- 3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**
- 3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**
- 3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**
- 3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

**DISTANCE EDUCATION, OFF-CAMPUS, EXTENSION COURSES
FOR INSTITUTIONS WITH APPROVED INSTITUTIONAL REPORTS AND CERTIFYING COMPLIANCE
WITH SUBCHAPTER E AND THE PRINCIPLES OF GOOD PRACTICE**

| Course Level | Off-Campus (face-to-face) in Texas and On-Campus Extension | | Electronic to Groups (2-way video, etc.) | | Electronic to Individuals*** |
|--|---|--|--|--|--|
| | In Texas* | Outside Texas to students not enrolled on-campus** | In Texas* | Outside Texas to students not enrolled on-campus** | |
| Community Colleges out of service area: Lower-division, formula-funded, credit and non-credit courses, including dual credit and clinicals | Regional Council(s) approval required. If protested, appeal to Commissioner, then Board. Exceptions: No approval required for courses in programs approved for delivery to specific locations (e.g., high school, MITC, or university center). | Require governing board approval Approval automatic unless CB objection | Regional Council(s) approval required. If protested, appeal to Commissioner, then Board. | Require governing board approval and CB notification Approval automatic unless CB objection | No prior CB notification or approval required. |
| Community Colleges out of taxing district but in service area: Lower-division, credit and workforce continuing education courses, including dual credit and clinicals | Notification of Regional Council(s) required. Appeal to Commissioner/ Board. | NA | Institutions may deliver with governing board approval courses on course inventory. Appeal first to Regional Council, then Commissioner, then Board | NA | |
| TSTCs and Lamar two-year institutions: Lower-division, credit and non-credit courses, including dual credit and clinicals | Regional Council(s) approval required. If protested, appeal to Commissioner, then Board. Exceptions: same as above | Require governing board approval and CB notification Approval automatic unless CB objection | | Require governing board approval and CB notification Approval automatic unless CB objection | |

| Course Level | Off-Campus (face-to-face) in Texas and On-Campus Extension | | Electronic to Groups (2-way video, etc.) | | Electronic to Individuals*** |
|--|--|---|--|--|------------------------------|
| | In Texas* | Outside Texas to students not enrolled on-campus** | In Texas* | Outside Texas to students not enrolled on-campus** | |
| Universities, and health-related institutions: Lower-division, credit courses, including for-credit extension courses, dual credit courses and clinicals | Regional Council(s) approval required. If protested, appeal to Commissioner, then Board. Exceptions: same as above | Require governing board approval and CB notification Approval automatic unless CB objection | | Require governing board approval and CB notification Approval automatic unless CB objection | |
| Universities, and health-related institutions: Upper-division and master's-courses | Off-campus and on-campus-extension courses require notification of area institutions individually by email with cc to zachariah.abungah@thecb.state.tx.us • Approval automatic unless protested. CB reserves the right to make exceptions for specific courses. If protested, appeal to Commissioner, then Board. Allow 2-3 month notification for review by area institutions. Exceptions: No approval required for courses in programs approved for delivery to specific locations (e.g., high school or Higher Education Center). | Require governing board approval and CB notification. Approval automatic unless CB objection | Institutions may deliver with governing board approval courses on course inventory with CB notification. CB reserves the right to make exceptions for specific courses. Appeal to Commissioner, then Board | Require governing board approval and CB notification Approval automatic unless CB objection | |
| Doctoral and Special Professional Courses | A limited number of doctoral and special professional courses may be delivered without distance doctoral program approval. Off-campus courses require peer notification. (Institutions need to provide information to the CB to offer more than four courses in a single degree program.) | | | | |

* These procedures apply to formula funded and non-formula funded courses delivered for academic credit and workforce education Continuing Education Units (CEU) delivered by community colleges.

**These are called out-of-state or out-of-country courses. They may not be submitted for formula-funding. This column does not refer to Study-Aboard or Study-in-America courses.

***Delivered through Internet, broadcast, CD-ROM, etc.