

The Illinois Tech Prep Components are designed to assist consortia to plan, implement and evaluate high quality Tech Prep programs.

## **1 CONSORTIUM-LEVEL ARTICULATION**

### **1.1 ARTICULATION**

All Tech Prep programs must be carried out under articulation agreements between secondary and postsecondary institutions. A process must be in place to accurately identify and follow students from secondary to postsecondary Tech Prep programs, and systematically collect information about activities and outcomes for use to improve program effectiveness.

### **1.2 SECONDARY AND POSTSECONDARY COLLABORATION**

Tech Prep programs require strong collaboration among administrators, faculty, counselors and other key staff to ensure cohesive curricular connections between secondary schools and postsecondary institutions. These efforts include the provision of leadership from community colleges in ongoing implementation of local Tech Prep initiatives.

### **1.3 BUSINESS/LABOR/COMMUNITY INVOLVEMENT**

The Tech Prep program involves business, labor, and community organizations in curriculum development, inservice training, and other key processes associated with Tech Prep implementation, in addition to school-based and work-based learning experiences.

## **2. TECH PREP PROGRAM SEQUENCES**

All Tech Prep programs must have a sequence of appropriate advanced academic and technical courses that provides preparation for a Tech Prep Occupation. Sequences must be non-duplicative and endeavor to reduce the need for remediation. Emphasis should be placed on developing student incentives for sequence participation and/or completion (e.g., articulated credit, credit-in-escrow, dual credit, etc.) when appropriate. Various combinations of sequential course work can be provided, but at a minimum sequences must include two years of secondary school and two years of postsecondary education designed to lead to an Associate in Applied Science degree (A.A.S.). Programs may begin as early as the 9th grade and may also articulate from a community college to a four-year college/university. Apprenticeships of at least two years following secondary education are another option allowed by law.

## **3. INSERVICE TRAINING**

All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components.

## **4. EQUAL ACCESS FOR SPECIAL POPULATIONS**

All Tech Prep projects must provide equal access to the full range of Tech Prep educational programs to individuals who are members of special populations. According to Perkins III [section 3(23)], special populations are defined as *“individuals with disabilities, economically disadvantaged individuals (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.”*

## **5. LINKAGES/INNOVATIONS**

### **5.1 CURRICULUM DEVELOPMENT**

All Tech Prep program curricula must be aligned with the Illinois Learning Standards (ILS), Occupational Skill Standards (OSS) (where available), Workplace Skills, and Career Development competencies. This curriculum must include applied methodology that integrates academic and technical coursework.

### **5.2 WORK-BASED LEARNING EXPERIENCES**

All Tech Prep programs must include work-based learning opportunities for students. Work-based learning may include career development experiences or skill development experiences, including activities designed to improve coordination of work-based learning with school-based learning.

## **6. PREPARATORY SERVICES**

### **6.1 GUIDANCE/RECRUITMENT**

All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment. Tech Prep includes activities to ensure that Tech Prep students have an opportunity to become aware of the full range of career options, and can make informed career choices. An Individualized Career Plan (ICP) is required to be a Tech Prep student.

### **6.2 PARENTAL SUPPORT**

The Tech Prep consortium provides information and services to parents by assisting them to fully understand and to assist their child to make informed decisions about Tech Prep.