

**Module on Local and State Articulation Agreements
for Texas Career and Technical Education Administrators**

This module is designed to assist career and technical education administrators to understand local and state articulation agreements, and to help them to develop local and state agreements for their schools or institutions.

Guiding Questions:

- I. What are local and state articulation agreements?**
- II. What are the benefits and outcomes of local and state articulation agreements?**
- III. What policies authorize local and state articulation agreements in Texas?**
- IV. How does a school implement local and state articulation agreements?**
- V. What assessment strategies are needed to determine the impact of local and state articulation agreements?**
- VI. What are the barriers and challenges to local and state articulation agreements?**
- VII. Where are additional resources located?**

I. What are local and state articulation agreements?

Articulation agreements between secondary and postsecondary institutions are developed so that high school courses with enhanced content are equivalent to a corresponding college course. The agreement outlines the requirements under which a postsecondary institution has agreed to award college credit to students successfully completing the course. Statewide articulated courses give high school students the opportunity to receive credit at participating community colleges across the state, while locally articulated courses are agreements between a local school and local postsecondary institution only, although other colleges may accept the credit if they choose to do so (ATC, 2005a). In addition to helping students begin a college technical major in high school through Tech Prep and Articulated Technical Credit (ATC) programs, articulated courses also provide high school students a large selection of career and technology courses as well as some academic courses.

Background

Texas secondary and postsecondary institutions have developed a number of articulation agreements since the early 1990's. The local course-to-course agreements have been components of articulated Tech Prep programs created in an effort to provide non-duplicative, sequential programs of study for students that link high school and college instruction (ATC, n.d.). Tech Prep students developed their educational plans largely based on program-level, or course-to-course, articulation agreements. These agreements meant students could receive college credit by successfully completing high school courses with the occupational competencies equivalent to those acquired in entry-level college technical courses.

As more and more schools developed Tech Prep programs, the numbers of local course-to-course agreements grew substantially. As a result, the policies, content, format, and other elements of the agreements for awarding college credit varied greatly (ATC, n.d.).

Problems also arose when non-Tech Prep students enrolled in an articulated course were unaware that they were missing the opportunity to receive college credit for the high school course. In addition, the various and sometimes conflicting processes, and the paperwork resulting from these agreements, placed a burden on both secondary and postsecondary institutions (ATC, n.d.).

To overcome these problems, The Texas Higher Education Coordinating Board (THECB), in coordination with the Texas Education Agency (TEA), developed statewide procedures to streamline and standardize the articulation process. Statewide committees of secondary school and college representatives were convened to develop the *Advanced Technical Credit Standard Articulation Agreement* process and the *Statewide Articulation Guide* (ATC, n.d.) that establish procedures for awarding postsecondary credit for commonly articulated technical education courses.

ATC Leadership Committee

With policies and guidelines in place for Advanced Technical Credit (ATC), the THECB created the ATC Leadership Committee charged with 1) addressing issues related to implementation of the standard articulation agreement, and 2) assisting in developing the process for reviewing, evaluating, and improving ATC course alignment between secondary and postsecondary institutions.

The ATC credentialing office, which also maintains the ATC website, is located at Stephen F. Austin State University. More information is available at <http://www.atctexas.org/>

Advanced Technical Credit Standard Articulation Agreement



The Advanced Technical Credit (ATC) Standard Articulation Agreement sets common statewide requirements for granting college credit for specific high school courses. For students to receive credit from a participating two-year college upon enrollment, they must:

- Successfully complete an articulated course,
- Meet the requirements listed in the articulation agreement,
- Graduate from a Texas high school,
- Enter a college that offers the corresponding college-level course, and
- Enter college within a 15 month period of high school graduation, although a college has the discretion to extend this time period (ATC, 2008).

Statewide Articulated Course Crosswalk

Each year, ATC publishes an updated Statewide Articulated Course Crosswalk containing high school courses eligible for statewide articulation and their college workforce education course equivalent. The Crosswalk lists the secondary school courses identified as **corresponding to/matching** an introductory-level college course **requirements**. According to the *College Guide to the Advanced Technical Credit Program* (ATC, 2008), high school courses found in the Crosswalk are validated by statewide teams of secondary and postsecondary subject area educators who

compare the Texas Essential Knowledge and Skills (TEKS) for each course with the course descriptions, syllabi, and expected outcomes of possible equivalent courses listed in the postsecondary Workforce Education Course Manual (WECM) (ATC, 2008). The THECB publishes the WECM, which is a list of all approved technical courses found in public two-year colleges.

The Crosswalk is arranged by the 16 career clusters developed by the U.S. Department of Education (ATC, 2008). Each cluster is a grouping of occupations based on common knowledge and skills that encompass virtually all occupations from entry level through professional. A career cluster identifies and connects technical, academic, and employability skills.

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States' Career Clusters <http://www.careerclusters.org/>

AchieveTexas <http://www.achievetexas.org>

ATC College Guide to the Advanced Technical Credit Program (2008) http://www.atctexas.org/college_guide_menu.asp

Advanced Technical Credit (ATC) Program: Policies and Procedures (2005b) http://www.atctexas.org/other_documents.asp

Additions and Deletions of Courses

An educator, or institution, may petition the ATC Leadership Committee to add or to delete a statewide articulated course (ATC, 2005b). A form is available on the ATC website to change a course. The procedures to add a course are:

- An institution, or educator, must complete the "Request for Course Change" form found on the ATC website. The request must include a rationale to add the course and documentation for its demand.
- The Leadership Committee reviews the request to ensure adding the course meets all the THECB requirements and gives the request to the Subject Area Alignment Committee.
- The Subject Area Alignment Committee, which consists of statewide teams of secondary and postsecondary educators who have taught one or more of the courses within the last three years, validates the course content by comparing the TEKS for each course with the course descriptions, syllabi, and expected outcomes of possible equivalent courses listed in the postsecondary Workforce Education Course Manual (WECM).

- The Subject Area Alignment Committee may recommend to the ATC Leadership committee to adopt, adopt with modification, or reject the request.

To delete a course, an institution, or educator, must complete the “Request for Course Change” form found on the ATC website. Courses may be deleted under one or more of the following conditions (ATC, 2005b):

- An institution, or educator, provides a rationale to drop the course and documentation for its demand.
- There is evidence that a course, or course sequence, is no longer offered by at least ten schools/school districts or is not offered by at least two two-year colleges.
- A high school course has been removed from the State Board of Education’s list of approved courses.
- A college course has been removed from the WECM.

In both cases, the ATC Leadership Committee must notify the TEA, THECB, and all secondary and two-year postsecondary institutions of all changes.

Local Articulation Agreements

In some cases, schools, or schools districts, may work with local colleges to develop a *Local Articulation Agreement* for a career and technology course(s) because of one of the following:

- The course(s) is not covered by the ATC statewide articulation agreement;
- The college does not participate fully in the ATC program; or
- The course(s) is used to award college credit for statewide-articulated high school courses when the college does not offer the college-equivalent course(s) listed in the ATC Articulated Course Crosswalk (ATC, 2008).

Local agreements are restricted to those where no statewide articulation agreement exists.

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For more information on establishing local articulation agreements, see Requirements for Secondary Schools to Participate in Locally Articulated Courses or Programs in this module.

II. What are the benefits and outcomes of local and state articulation agreements?

Advantages of Local Articulation

The College Guide to the Advanced Technical Credit Program (ATC, 2008) lists the following advantages of local articulation:

- Saves valuable resources: time and money;
- Exposes high school students to college-level coursework;
- A course grade of 3.0 or above will count as an advanced measure for the Distinguished Achievement Program;
- Students begin a college technical major in high school;
- Agreements are designed to meet regional college program requirements; and
- Agreements are based on courses offered by the high school and local colleges.

Advantages of Statewide Articulation

The College Guide to the Advanced Technical Credit Program (ATC, 2008) lists the following advantages of statewide articulation:

- Provides a common core of articulated courses;
- Provides a statewide standard for awarding college credit;
- Provides a common method to identify articulated courses on high school transcripts;
- Saves valuable resources including time and money;
- Exposes high school students to college-level coursework;
- A course grade of 3.0 or above will count as an advanced measure for the Distinguished Achievement Program;
- Recognized at many public two-year colleges across the state;
- Offers a large selection of career and technology courses and some academic courses; and
- Students begin a college technical major in high school.

III. What policies authorize local and state articulation agreements in Texas?

As discussed in the Background section of this module, statewide articulation agreements were prevalent in early Tech Prep programs, but they lacked statewide policies to ensure that articulated courses were of the same quality in every school. In addition, only Tech Prep students were awarded credit for those articulated courses although their non-Tech Prep counterparts were also taking the same articulated courses. Thus, the TEA and THECB worked with committees of educators from across the state to establish the Advanced Technical Credit (ATC) Standard Articulation Agreement. Both Tech Prep and non-Tech Prep students may take ATC courses, if they qualify. In cases where no ATC statewide articulated agreement exists for a course, schools may work with colleges to establish a local agreement.

By fall 2008, all Texas school districts were required to provide programs to allow high school students to earn at least 12 semester credit hours of college credit while they are in high school (Texas Legislative Council, 2007). Texas educators have the latitude to establish any of the following programs (Texas Legislative Council, 2007):

- 1) International baccalaureate, advanced placement, or dual credit programs;
- 2) Articulated postsecondary courses provided for local credit, or articulated postsecondary advanced technical credit courses for state credit; or
- 3) Any combination of the courses described by Subdivisions (1) and (2).

In addition, students may earn credit by making qualifying scores on the College Level Examination Program (CLEP) or by petitioning a college or university for credit after documentation of appropriate experience.

Requirements for Secondary Schools to Participate in Statewide Articulation Agreements



The following information is also located in the Advanced Technical Credit Module on this website <http://cte.unt.edu/home/admin.html>.

The following steps based on policies designed to guide secondary schools in developing an (ATC Website, n.d.):

1. Select a course, or series of courses, from the list of statewide-articulated courses in the ATC Course Crosswalk.
 - a. Course must be enhanced to meet College Course Outcomes (see ATC Course Crosswalk).
 - b. Course content must either exceed the high school TEKS or address the TEKS with greater depth.
2. Use the unique PEIMS course number and abbreviation for students taking ATC courses. For the correct PEIMS information, please see:
 - a. PEIMS code table C022
[\[http://www.tea.state.tx.us/peims/standards/index.html\]](http://www.tea.state.tx.us/peims/standards/index.html)
or
 - b. See the ATC Course Crosswalk.

3. Use the special explanation course code "A" on the high school transcript.
 - a. The "A" code indicates only that a course is eligible for local or statewide articulation.
 - b. The "A" code must be used for every student enrolled in the articulated course even if the student does not successfully complete the course.
 - c. For more information, see Academic Achievement Record Standards on TEA's website.
 - d. Assign a teacher to the articulation course section who is currently ATC-approved for that articulated course. To be ATC-approved for a course, the teacher must:
 - a. Meet the ATC Teacher Requirements for the course.
 - b. Attend ATC Training for the course [http://www.atctexas.org/atc_teachers.asp].
4. Advise students of options available for articulated credit.
 - a. Provide information to students and parents on courses eligible for statewide articulation and the requirements for award of articulated course credit.
 - b. Inform students and parents how articulated course credit can be used in college degree programs. (ACT Website, Section: How High Schools Can Participate in the ATC Program)

While most Texas two-year colleges participate in statewide articulation agreements, colleges are not required to participate although they may accept courses on an individual basis. In addition, colleges may not charge tuition or fees for articulated credit other than a nominal administrative fee for recording grades.

The College Guide to the Advanced Technical Credit Program (ATC, 2008) is an invaluable tool for postsecondary educators. The handbook helps college personnel understand and interpret rules that govern the ATC program. The guide's loose leaf format is easily updated. It is arranged in the following five sections:

1. Program overview, criteria for awarding credit to students for ATC coursework in high school, and how to evaluate transcripts;
2. Secondary-postsecondary course crosswalk for ATC program and text of the ATC Standard Articulation Agreement;
3. Explanation of five methods Texas students may earn college credit prior to entering college;
4. Overview of the Tech Prep program; and
5. Resources for more information and assistance in understanding and implementing ATC.

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The handbook is located at
http://www.atctexas.org/college_guide_menu.asp.

Awarding College Credit to Participate for Statewide Articulation Agreements

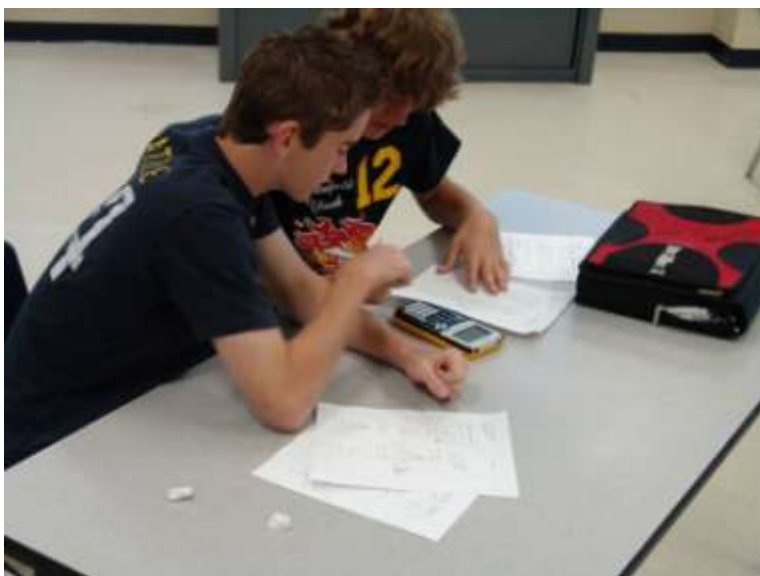
The following information is also located in the Advanced Technical Credit Module on this website <http://cte.unt.edu/home/admin.html>.

The THECB requires students to meet the following criteria for awarding college credit for ATC statewide articulated courses taken in high school (ATC, 2005a):

- The high school course is listed in the Statewide Articulation Course Crosswalk and is equivalent to one or more high school credits.
- Courses have appropriate abbreviations and have an "A" code on the high school transcript.
- The student successfully completes the course with a grade of 80 (3.0) or better and masters the content of the ATC course, or final course in the sequence, and the high

school prerequisite courses listed in the ATC Course Crosswalk.

- The student completes the course, or the final course of the ATC sequence of courses, as a high school junior or senior; although, a college has the discretion to accept an ATC course or final course in a sequence taken in the grades 9 or 10.
- The student enrolls in a participating college within 15 months of high school graduation (a college may extend this time line).
- Credit should be awarded by the college upon the student's enrollment although a college may require a student to successfully complete 6 additional, non-developmental college credit hours in any subject area. Dual credit may satisfy this requirement or qualifying College Board Advanced Placement (AP) or College Level Examination Program (CLEP) scores.
- The college equivalent course applies to the student's degree plan.
- A college may award academic credit if it is determined that the articulated course is equivalent to a course in an academic degree plan. The college may validate that the high school teacher met Southern Association of Colleges and Schools (SACS) requirements for academic transfer courses, or may require the student to pass a challenge exam.



Requirements for Teachers to Participate in Statewide Articulation Agreements

The following information is also located in the Advanced Technical Credit Module on this website <http://cte.unt.edu/home/admin.html>.

According to the College Guide to the Advanced Technical Credit Program (ACT,2008), high school teachers seeking approval to teach ATC courses must 1) have appropriate credentials and 2) take specific staff development required by TEA.

The minimum teachers' credentials are the following:

- A baccalaureate degree or higher with a major in the teaching field of the courses taught, or
- An associate degree and three years verifiable non-teaching work experience related to the field.

Teachers who have the required credentials must also take both parts of the ATC staff development program:

- Part I – a two-hour instruction session on the ATC Program, including its purpose, teacher requirements, and how college credit is granted.
- Part II – a session for high school teachers in training to meet with college faculty who teach the equivalent course at the college level. The purpose of the training is to discuss modification of the high school course to meet college standards. Those who plan to teach more than one ATC course must attend the Part II session for each course they will teach.
- Teachers must repeat training every three years.

People seeking approval to teach ATC courses should be aware that there may be additional requirements to teach certain courses due to specific industry certifications (e.g., Automotive Service Excellence (ASE) certification for Diesel Engines to teach Diesel Mechanics II).

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More information on ATC teacher training is located at http://www.atctexas.org/atc_teachers.asp.

College Guide to the Advanced Technical Credit Program (2008) is located at http://www.atctexas.org/college_guide_menu.asp.

Requirements for Locally Articulated Courses or Programs

The following are requirements for local articulation options (ATC, 2008):

- Schools may elect to enter into articulation agreements for specific career and technology courses or programs with two-year colleges.
- The high school transcript, called the Academic Achievement Record (AAR), must reflect a course code of “A” and the local area college courses, participating college, and course articulations must be recorded on the reverse side of the transcript.
- High schools must use correct course numbers from relevant sections of PEIMS¹ Code Table C022, or they may use the ATC statewide-articulated courses numbers in local agreements if all ATC course and faculty requirements are met.
- Students should be interested in technical careers that require a minimum of an associate degree, show the ability to do college-level work, and meet any other terms outlined in the local articulation agreement.
- High school faculty must have the qualifications equal to, or greater than, the minimum required for college faculty teaching the college equivalent course, and meet any other terms outlined in the local articulation agreement.
- High school credit will be awarded based on a passing grade as established by the participating school district.
- The local college will award credit based on conditions outlined in the local articulation agreement.
- The school, or school district, may establish a weighted GPA for locally articulated courses.
- The completion of locally articulated courses with a grade of 3.0 or higher counts as advanced measures for the Distinguished Achievement Program.
- College may not charge tuition although they may charge an administrative fee for recoding grades.
- Schools may not require students to be assessed for basic skills using one of the four approved Texas higher education instruments prior to enrolling in locally articulated courses.

IV. How does a school implement local and state articulation agreements?

¹ The Public Education Information Management System (PEIMS) contains data requested and received by TEA about public education, including student demographics and academic performance, personnel, financial, and organizational information.

The following information is also located in the Advanced Technical Credit Module on this website <http://cte.unt.edu/home/admin.html>.

Educators wishing to implement a statewide articulation agreement(s) will find the Advanced Technical Credit (ATC) website an excellent resource. The ATC initiative is based on the Standard Articulation Agreement, which establishes guidelines for awarding credit through a statewide agreement. The following steps for implementation are found in the ATC publication, Earning College Credit in Texas High Schools (2005a).

Step 1: Select the course(s) to be articulated

This information is taken from the ATC publication, Earning College Credit in Texas High Schools (2005a).

Statewide Articulation

The ATC Course Crosswalk lists the secondary school courses identified as corresponding to an introductory-level college course in substance and content. High school courses found in the Crosswalk were validated by statewide teams of secondary and postsecondary subject area educators who compared the Texas Essential Knowledge and Skills (TEKS) for each course with the course descriptions, syllabi, and expected outcomes of possible equivalent courses listed in the postsecondary Workforce Education Course Manual (WECM). The Texas Higher Education Coordinating Board (THECB) publishes the WECM, which is a list of approved technical courses found in public two-year colleges.

Schools must carefully record ATC statewide articulated courses on students' transcripts to ensure colleges are able to identify them to ensure students will receive credit. High school administrators should consult PEIMS² for the unique service ID/course numbers and course abbreviations for the Career and Technical Education (CTE) courses that are approved for statewide articulation. Schools must use proper codes for articulated courses for every student enrolled, even students who do not successfully complete the course.

Local Articulation

In some cases, schools may work with local colleges to develop *local articulation agreements* because the career and technical education programs they wish to include in the ATC program are not covered by the ATC statewide articulation program, or the college does not participate fully in ATC program. These agreements apply to the local school and

² The Public Education Information Management System (PEIMS) contains data requested and received by TEA about public education, including student demographics and academic performance, personnel, financial, and organizational information.

postsecondary institution only, although other two-year colleges have the discretion to award credit should they feel it appropriate.



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ATC Course Crosswalk is located at
http://www.atctexas.org/atc_crosswalk_menu.asp,

PEIMS information is located at
<http://www.tea.state.tx.us/peims/standards/index.html>,

Step 2: Identify teachers who qualify to teach articulated courses

This information is taken from the ATC publication, Earning College Credit in Texas High Schools (2005a).

Statewide Articulation

As stated earlier, to be approved to teach ATC courses, high school teachers must have 1) appropriate credentials and 2) take specific staff development required by TEA.

The minimum teachers' credentials are:

- A baccalaureate degree or higher with a major in the teaching field of the courses taught, or
- An associate degree and three years verifiable non-teaching work experience related to the field.

Also, as stated earlier, teachers who have the required credentials must also take both parts of the ATC staff development program:

- Part I – a two-hour instruction session on the ATC Program, including its purpose, teacher requirements, and how college credit is granted.
- Part II – a session for high school teachers in training to meet with college faculty who teach the equivalent course at the college level. Their purpose is to discuss modification of the high school course to meet college standards. Those who plan to teach more than one ATC course must attend the Part II session for each course they will teach.

People seeking approval to teach ATC courses should be aware that there may be additional requirements to teach certain courses due to specific industry certifications (e.g., Automotive Service Excellence (ASE) certification for Diesel Engines to teach Diesel Mechanics II).

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More information on ATC teacher training is located at http://www.atctexas.org/atc_teachers.asp

Local Articulation

The qualifications of teachers of locally articulated courses must equal to, or greater than, the college faculty teaching the equivalent course in addition to meeting the requirements specified in the agreement. (Also see the section on “Policies.”)

Step 3: Ensure statewide articulated course content meets college-level standards and required competencies

According to ATC (2008), the content of statewide articulated high school courses must be enhanced to meet college-level standards, and must include all competencies outlined in the Workforce Education Course Manual (WECM). Content for each course must either exceed the high school Texas Essential Knowledge and Skills (TEKS) or address TEKS with greater depth.

Courses designated for statewide articulation are subject to periodic review by state-level alignment committees. Technical Course Outcome Profiles are available for each area of study to provide guidance to teachers of articulated courses (ATC, 2008). The profiles outline college-level competencies required for success in the next-level college course. Statewide leadership committees of secondary and postsecondary educators in the subject areas are in place to continuously review and improve the statewide articulation process.

Conditions for award of credit for courses under local articulation agreements are described in locally developed articulation agreements (ATC, 2005a).

Step 4. Inform students and parents about all articulated programs

This information is taken from the ATC publication, Earning College Credit in Texas High Schools (2005a).

Schools must inform all students and parents, especially those who have been traditionally underserved by public schools, of all their options, including the locally articulated and statewide articulated credit programs and courses the process for enrolling. Teachers, counselors, and administrators must have the necessary staff development to understand and explain articulated programs. The information should be included when students are developing a high school graduation plan, and they should be informed about how these courses can be incorporated in college degree programs.

Furthermore, students and parents should be informed that students with a grade of 3.0 or higher can use articulated courses as advanced measures for the Distinguished Achievement Program, and students with a grade of 80 (3.0) or higher may be able to apply these courses toward a certificate or associate of applied science (AAS) degree (ATC, 2005b).

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A brochure about the ATC program that targets students and parents can be downloaded from:
http://atctexas.org/articulation/ECC/ECC_brochure_03.PDF.

V. What assessment strategies are needed to determine the impact of local and state articulation agreements?



Secondary and postsecondary educators should continuously assess the ATC program to determine its impact on students. The Texas Higher Education Coordinating Board (THECB), in cooperation with the Texas Education Agency (TEA), has established strict guidelines for developing statewide articulation agreements, course content, minimum levels of student achievement for advancing, and general program oversight (ATC, 2008). The THECB also convenes ACT Alignment Committees composed of secondary and postsecondary educators in each ATC subject area who are charged with continuously reviewing and updating course competencies. In addition, there are informal assessments such as postsecondary instructors of upper level courses identifying students from certain high school ATC programs who do not have the required knowledge and skills.

To assess the impact of local articulated courses, and to assess areas of statewide articulated courses not evaluated by the THECB/TEA, schools and/or school districts must determine what they would like to learn. These questions about outcomes should guide the school's evaluation process. While each school may have unique questions, the following are suggestions that may help guide data collection for assessing impact:

- Who is being served by 1) all articulated courses, 2) locally articulated courses, and 3) statewide articulated courses (gender, race, year in school, socio-economic level, CTE students, etc.)?
- Are participating students more likely to graduate from high school than those who have not enrolled in articulated courses? Is the impact the same for locally articulated courses and statewide articulated courses?

- Are participating Hispanic students more likely to graduate? Are participating African-American students more likely to graduate? Other subgroups? Is the impact the same for locally articulated courses and statewide articulated courses?
- How do the first-semester grade point averages (GPA) of participating students (all and subgroups) who enter postsecondary education compare to GPAs of non-participating students who enter postsecondary education. Second semester? Is the impact the same for locally articulated courses and statewide articulated courses?
- Are participating students (all and subgroups) who enter postsecondary education more likely to continue on to their second year than non-participating students? Are participating students (all and subgroups) more likely to succeed in two-year colleges than non-participating students? Four-year colleges and universities? Is the impact the same for locally articulated courses and statewide articulated courses?

VI. What are the barriers and challenges to local and state articulation agreements?

The following are possible barriers and challenges to an ATC statewide articulated program (ATC, 2005a) as well as locally articulated courses:

- The program applies primarily to associate of applied science (AAS) degrees;
- Credit may be “banked” when students enter a postsecondary institution until they have completed six semester hours of additional college-level credit;
- Transferring credits to universities may be limited; and
- Secondary schools may have limited articulated career and technical course offerings.

Other possible barriers and challenges to a local and statewide articulated program may include:

- Programs may be stereotyped as appropriate for students who are academically weak;
- There may be a lack of parental support; and

- Students and parents lack knowledge of the program, especially those students who have been traditionally underserved by public schools.

VII. Where are additional resources located?

- AchieveTexas <http://www.achievetexas.org>
- Advanced Technical Credit <http://www.atctexas.org/>
- Advanced Technical Credit Course Crosswalk
http://www.atctexas.org/atc_crosswalk_menu.asp
- Advanced Technical Credit Statewide-Articulated Course Crosswalk --
Policies and Procedures http://www.atctexas.org/other_documents.asp
- College Guide to the Advanced Technical Credit Program
http://www.atctexas.org/college_guide_menu.asp
- Earning College Credit in Texas High Schools
http://www.atctexas.org/ecc_menu.asp
- Texas Education Agency www.tea.state.tx.us
- Texas Higher Education Coordinating Board
<http://www.thecb.state.tx.us/>
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