

TECH PREP

of the Rio Grande Valley, Inc.



Strategic Plan

2010-2015

Tech Prep: The Link Between Education and Economic Development

Foreword

2010-2015 Strategic Plan

Tech Prep of the Rio Grande is a regional public-private collaborative that brings together leaders from secondary education, postsecondary education, and business to design and implement agreed-upon strategies that leverage regional resources in achieving a higher level of preparedness for our workforce. Tech Prep's role is that of a regional project manager. The work done by Tech Prep staff is complementary to, and not duplicative of, the work of staff in the school districts and colleges that are members of the corporation.

First commissioned in 1991 through the federal Carl D. Perkins Act, Tech Prep continues to figure prominently in national legislation, as well as at the state level. Recognizing the benefit of the collaborative work being done, **Representative Jim Solis** and **Senator Eddie Lucio, Jr.**, cosponsored HB 2401 in 1999, creating the Texas Tech Prep Act. In 1999, **Senator Jeff Wentworth** and **Representative Gene Seaman** sponsored SB 1809, strengthening the Texas legislation in 2005. **Senator Florence Shapiro** began further systemic enhancements in 2008, a work that continues at this time. Both federal and state legislation emphasize the importance of private-sector leadership in the Tech Prep system.

The Board of Directors and stakeholders of Tech Prep are committed to success in forming partnerships that leverage regional resources in achieving a higher level of preparedness for our workforce. The Directors hold the strategic planning process to be the backbone of the development and delivery of the programs that will bring Tech Prep's vision to reality. This document defines the direction and frames the operational plan for Tech Prep. Today's economic engine is fueled by continued technology improvements and evolutionary job skill requirements. The resources needed to maintain workforce readiness are growing at a significant rate. The synergy realized from forming regional partnerships for development and delivery of workforce-pipeline enhancement provides for optimal use of our resources.

As you review the following strategic plan, you will find an underlying theme of regional collaboration. Collaboration is no longer a luxury; it is a necessity in the competitive job-creation business. With the clear definition of vision, mission and initiatives, Tech Prep RGV can drive for results as the regional multi-disciplined partnership for implementation of education initiatives.

In conclusion, this strategic plan is submitted as a declaration of our vision and objectives. Please feel free to contact staff or Directors for any further information you may desire.

This plan was adopted by Tech Prep RGV's Board of Directors on May 25, 2010, as evidenced by the signatures of Tech Prep RGV's Executive Committee, below.



E. Richard Vaughan, Jr.



Joe Vasquez



Teri Zamora



Rene Capistran



Pat Hobbs



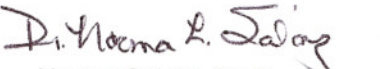
David Merrill



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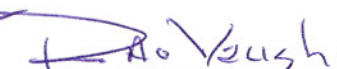
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□ Regional Intellectual Capital Intermediary¹ Focused on

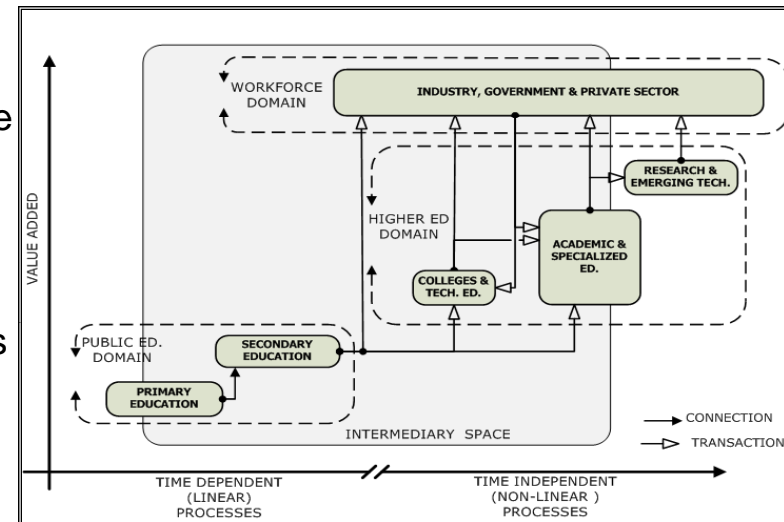
- Providing business input into educational programs
- Analyzing and communicating labor market trends and business needs
- Working through partnerships to leverage resources and increase the effectiveness of education systems

□ Regional Non-Profit 501(c)(3) Corporation

- Authorized to operate in Cameron, Hidalgo, Starr & Willacy Counties
- Stakeholders: 32 independent school districts, 1 charter school, 5 colleges and universities, 1 regional education service center, professional organizations
- Directorate composed of private and public sector with leadership resting in private sector

¹ "Intellectual capital intermediary" is a term coined by Dr. Cesar Maldonado, P.E., in 2008, describing Tech Prep RGV's role in the Valley's regional system

Tech Prep RGV is a regional public-private collaborative focused on increasing the effectiveness of education by leveraging synergies among separate public schools, colleges, and universities. **Control of the organization is vested in its stakeholders**, 85 percent of which are school districts, charter schools, colleges, universities, and professional associations representing educators. Tech Prep RGV functions as a **regional intellectual capital intermediary organization**, bringing educators and employers together to address workforce education needs.



Regional collaboration provides access to a broader base of resources and reduces duplication, therefore delivering highly effective educational initiatives at the lowest cost. Tech Prep RGV's *Labor Market Report*, developed in collaboration with chambers of commerce, economic development organizations, employer organizations, workforce boards, and the Valley Initiative for Development and Advancement, provides information for students, parents, and educators about local, state, national, and international labor market trends and Valley employers' needs.

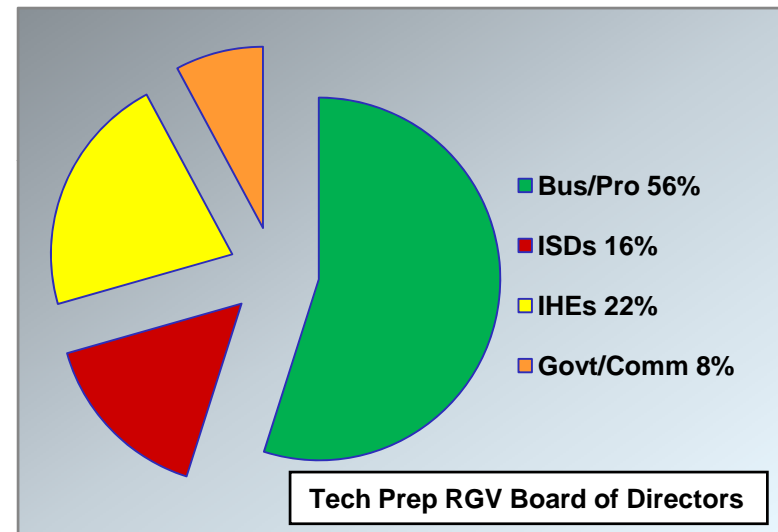
College Tech Prep programs of study, linked to good jobs, define curricula blending rigorous academics with career preparation and emphasizing postsecondary education. The network of Tech Prep RGV's campus-based support teams enhances the effectiveness of instruction and advisement. Tech Prep RGV and the other partners in the Academic Leadership Alliance provide educators with first-hand experiences at Rio Grande Valley employer worksites to be shared with students. Tech Prep RGV's other regional initiatives complement these ongoing efforts.

- ❑ Evolved from the Education subcommittee to the Rio Grande Valley Quality Workforce Development committee (circa 1991)
- ❑ Enabled through collaboration among Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission (formerly Texas Department of Commerce)
- ❑ Incorporated in 1992 as a Nonprofit Corporation with Stakeholders consisting of Regional ISDs and Colleges
- ❑ Reaffirmed and expanded through:
 - Federal Carl D. Perkins Career and Technical Education Improvement Act of 2006
 - Texas Tech-Prep Act of 1999 and Amendments (HB2401 and SB 1809; codified in Texas Education Code Chapter 61, Subchapter T)
 - Other state legislation supporting implementation of Tech Prep programs

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The **Tech Prep** Initiative was commissioned in 1991 as a **vehicle for the establishment of EDUCATIONAL PARTNERSHIPS** among Business, Education and Government. The intent was to have these local PARTNERSHIPS drive the development of curriculum for an enhanced quality workforce.

Tech Prep of the Rio Grande Valley, Inc., was chartered as a non-profit corporation with the region's independent school districts, institutions of higher education, and select governmental entities holding equity in the corporation. The magnitude of the **commitment by the shareholders to meeting employers' workforce-development needs** was exemplified by their agreement to grant the **majority leadership of the directorate to the business sector.**



A **major challenge** of the fledgling Tech Prep RGV Directorate **was to solidify the regional bond**, which was accomplished through successful regional strategies. Tech Prep RGV's work has been greatly enhanced by the **leadership provided by U.S. Senators Phil Gramm, John Cornyn, and Kay Bailey Hutchison**, who have ensured that the federal Act emphasized the importance of private-sector leadership in Tech Prep, and Texas' **Senators Eddie Lucio, Jr. and Jeff Wentworth** and **Representatives Jim Solis and Gene Seaman**, who cosponsored state legislation. Almost two decades later **Tech Prep RGV's strength** continues to be its **regional broad-based partnership approach to workforce and economic development.**

Major Accomplishments

- **1991 – 1995** Expansion of consortium from original 10 school districts to 32 school districts and other institutional members; consortium created nonprofit corporation in 1992
- **1993 – 2004** Operation of Mobile Manufacturing Technologies Laboratory (MTL) program, initially with federal funds, then on subscription basis beginning in 1995
- **1993 – Present** Creation of College Tech Prep programs of study linking high schools, colleges, and universities, with regular revisions to ensure labor market relevance
- **1996 – Present** Creation of network of Tech Prep Support Teams (S-TEAMs), bringing academic and career / technical teachers, counselors, and administrators together for effective implementation
- **1996 - Present** Publication of regional *Labor Market Information* report, updated annually, providing information used by school districts and colleges for planning programs / course offerings and for advising students and their families about courses and schedules; 1997 report became state model
- **1998 – Present** Creation of Tech Prep Texas Scholars and related Dr. Lauro F. Cavazos Tech Prep scholarship program
- **1999 – Present** Hosting of annual regional conference and Advanced Technical Credit training sessions to ensure that curriculum and instruction remain relevant to students' and employers' needs
- **1999 – Present** Collection of data at local level to supplement data provided by the state
- **2003 - Present** Creation of partnerships with chambers of commerce, economic development organizations, and business organizations to enhance support for education that emphasizes both college and career readiness

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Tech Prep RGV is working with its partners to create a seamless P-16 system in the Valley. Due to **demonstrated successes in improving regional performance**, Tech Prep RGV has **consistently realized an increase in participation** from community, students, educators, and business. State reports reflect that the **number of secondary Tech Prep students in the region has grown** from 60 in 1994-95 to 21,019 in 2009-2010, **and these students' academic performance is impressive**, exceeding the performance of all other groups of secondary students. There were 7,831 Rio Grande Valley high school seniors honored as *Tech Prep Texas Scholar* graduates in May 2009. Tech Prep RGV's "**regional catalyst**" approach to bringing educators and employers together **is evidencing success**, contributing to increased involvement of regional leaders from all sectors.

The ***Dr. Lauro F. Cavazos Tech Prep Scholarship*** competition is in its tenth year, and local colleges and universities sponsor some of these scholarships. **In 2008-2009**, Rio Grande Valley colleges reported that **12,564 Rio Grande Valley high school students** earned credit for articulated and dual-credit courses taken in high school. These students earned **108,220 college credits with a tuition-savings value of \$9,171,713**. Tech Prep appreciates the excellent work done by STC, TSTC, and UTB/TSC in making these opportunities available to students!



Michelle Lee Galvez was a 2006 Tech Prep Texas Scholar graduate of Los Fresnos High School . She received a Cavazos Scholarship to TSTC and graduated with an AAS degree in Chemical – Environmental Technology . Michelle is now employed by Formosa Plastics, where she earns over \$50,000 per year, and is working on a chemical engineering degree.

“Just because [students] come to a technical college does not necessarily mean they will make less money than someone with [a] bachelor’s degree.”

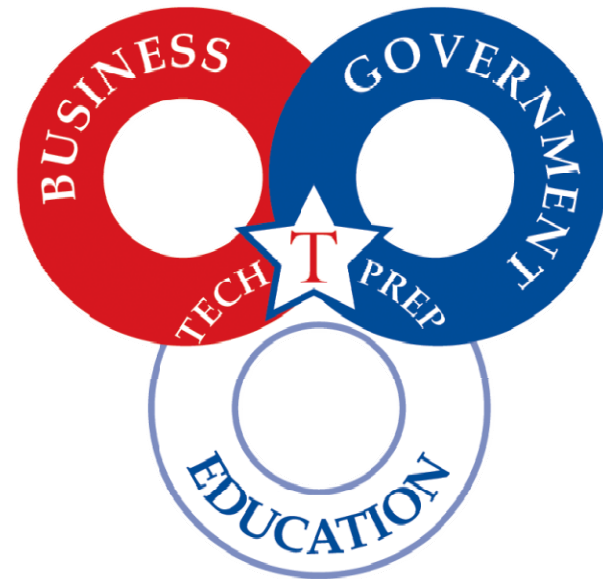
– Michelle Lee Galvez

Tech Prep of the Rio Grande Valley is a regional intermediary organization that contributes to economic development of the Rio Grande Valley by leading and coordinating effective partnerships of public schools, institutions of higher education, businesses, and government to create an educated, skilled workforce that can succeed in an evolving economy.

III. Vision

The illustration below uses **lifesaver** shapes to depict the community segments essential for **economic development**. When held as separate entities, all are working toward a common goal but in isolation of each other. Leaders have only a small awareness and sense of responsibility for the global goal. Success is measured by localized metrics and not by metrics linked to the universal goal. This fosters short-term thinking and serves to perpetuate today's problems to tomorrow.

When **joined**, the segments become true **lifesavers**, forming an interdependent and **interactive environment** in which a “**systems**” **approach** to workforce and **economic development** can be effected. The challenges of developing a **knowledge-based and transferable workforce** will only be met with breakthrough improvements; that is, working beyond the capabilities and capacities of our current processes and methods. Trying harder, working faster, and caring more but using the same methods will not bring the performance requisite of the challenge. Tech Prep RGV is the intersection of the three segments. **Tech Prep RGV operates as a regional intellectual capital intermediary, providing a forum for the area's top talent to access the best resources for revolutionary and evolutionary success in workforce development. This regional, multi-disciplined partnership is Tech Prep RGV.**



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1. There is a shortage of high school and college graduates in the Valley.
2. Most graduates of Valley schools do not attain the problem-solving skills, communication skills and workplace ethics demanded in today's evolving high-tech workplace.
3. Most of the Valley's high school graduates lack the technical skills required for entry-level positions in the rapidly changing, technologically advanced workplace.
4. Many technology-dependent industries are rapidly growing in the Valley but the educational infrastructure (resources and processes) needed to sustain this economic growth is fragmented and incomplete.
5. There is a need for regional coordination of efforts to address the Valley's trained workforce shortage (i.e., education infrastructure) to decrease costs and increase potential for success.

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The July 2008 report of the **Governor's Competitive Council** states: "Over the 12-month period ending in April 2008, Texas added 262,000 jobs—more than half of the total jobs added in the U.S." The report then quotes Governor Rick Perry: "*To remain competitive in the 21st century global economy, Texas must create a seamless system of opportunity and innovation, starting when young Texans enter grade school and continuing until they graduate from college, qualified for jobs that will keep our state at the forefront of the global market.*" The report warns that ". . . if the state's talent development system. . . basic education (K-12), community and technical colleges, universities and workforce development—**does not make critical changes at every level to ensure a dependable workforce is available, Texas will not remain a high-quality place for doing business.**"



UNITED LAUNCH ALLIANCE
Supporting Tech Prep Initiatives

As the world continues to shrink and jobs move from nation to nation, a plethora of initiatives bear witness to the fact that policy makers realize the need for action. **Employers and educators are keenly aware that** despite the progress that has been made, **increases in labor availability have not kept pace with growing job demand.** The Rio Grande Valley needs more education and training resources—physical plants, instructors, outreach programs for students, parents, and adults in the workforce--than it currently has. **Coordinating efforts regionally reduces costs and enhances effectiveness.** If multiple organizations conduct separate campaigns, costs will be increased and regional impact diminished. Regional collaboration is crucial for success in addressing the Valley's critical challenges.

III. Mission

Mission

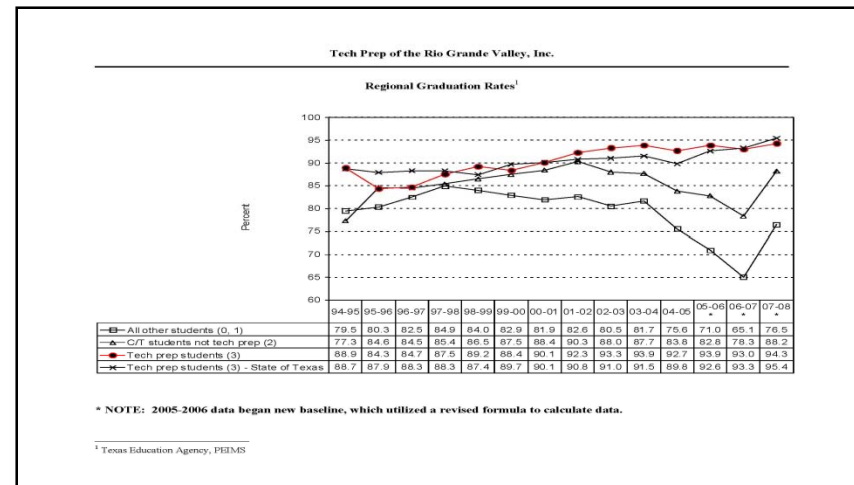
Form working regional and state partnerships that leverage regional resources to facilitate college-and-career-focused learning opportunities for students stressing practical problem-solving and critical thinking to achieve a higher level of competence in the workforce.

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Tech Prep RGV’s **vision and mission are derived from input of stakeholders** gathered through public forums. The **resources** required to accomplish the mission **are many and varied**—including, but not limited to, human resources, technology, curriculum, equipment, funding, and implementation of collaborative projects.

The Mission Statement shown on the facing page translates to **forming partnerships to provide** technology-rooted and reality-based learning, stressing problem-solving and critical thinking, to achieve a higher level of student readiness for **success in post-secondary education** and ultimately **success in the workforce**. Specific objectives that produce measurable outcomes must be employed in pursuit of the mission. These **metrics can then be used** to evaluate the impact on the critical challenges thus **providing navigation** for our journey toward completion of our mission.

The critical needs of the labor market are not new, and Tech Prep RGV and other organizations are working cooperatively in providing solutions to the market’s demands. Therefore, prior to establishing **a plan that is best suited for Tech Prep RGV’s** role in the region, it is paramount that **all stakeholders recognize and understand the current solution providers** and how Tech Prep RGV rates in comparison.



Rio Grande Valley Senior (Grade 12) Graduation Rates

IV. Solution Providers

Comparative Profiles

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This chart depicts solution providers in the Rio Grande Valley. These providers work with the region's school districts, colleges, universities, and other organizations in addressing workforce education and training issues. Each solution provider plays a unique role in the overall system, with Tech Prep RGV serving as the catalyst bringing the partners together to address regional needs.

Entity	Ownership	Delivery	Strategic Focus	Advantages
Tech Prep RGV	Business/ Education/ Government Partnership	<ul style="list-style-type: none"> Regional system (four counties, 32 ISDs, 5 Post-Secondary Institutions, etc.) Administrative and campus channels to reach students 	<ul style="list-style-type: none"> P-16 students Career development Improving academic and work-related skills Linking school and work based learning Employer leadership 	<ul style="list-style-type: none"> Broad-based stakeholders (school districts, colleges, universities, employers, others) Strong employer partnerships Successful regional intermediary system for connecting business and education partners Emphasis on career counseling for all students Major emphasis on integrating rigorous academics with work-related skills Targets universal population of students Flexibility due to interagency relationships
Region One Education Service Center	Education	<ul style="list-style-type: none"> 37 school districts plus charter schools in seven counties Administrative and campus channels to reach students 	<ul style="list-style-type: none"> Early childhood, K-12 students, adult learners All programs Improving academic skills TEA support and compliance 	<ul style="list-style-type: none"> Comprehensive staff development High-stakes accountability Broad-based partnerships Emphasis on inclusion of all students Integration of academics and work-related skills
Workforce Solutions and Workforce Solutions Cameron	Government / Business Partnerships	<ul style="list-style-type: none"> Direct case management for the individuals served as customers or clients 	<ul style="list-style-type: none"> Focus is primarily on adults; youth initiatives serve out-of-school youth, dropouts, and at-risk youth Focus is on short-term training designed to satisfy immediate employer needs 	<ul style="list-style-type: none"> Access to Workforce Center Services / Resource Room/LMI Availability of Support Services Availability of Training Funds Availability of Incentives/Wages Employment opportunities

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Tech Prep RGV works with its stakeholders (school districts, colleges and universities) and its **key strategic partners** to accomplish **one regional vision**. Key partners include the Region One Education Service Center, chambers of commerce, employer organizations, economic development organizations, workforce boards, and VIDA. All of Tech Prep RGV's partners have budgets that are far greater than Tech Prep RGV's budget. **Implementation of Tech Prep RGV's strategic initiatives requires collaboration, coordination, and cooperation among the stakeholders and all partners.** Although the activities and operations of **all partners are crucial to** implementation of the **overall regional system, each partner has a unique mission** and is required to serve unique populations of students. Through its regional communication strategies, **Tech Prep RGV draws the other partners together into a regional system.**

Regional collaboration utilizes each partner's strengths, **leverages funds and enhances the impact of multiple initiatives.** Tech Prep RGV, as an intellectual capital intermediary, is the catalyst bringing all partners together **to encourage students to prepare for the future** and to acquire the academic and work-related skills necessary for success in postsecondary education, success in the workplace, and success in life.



Representatives of cities, counties, Weslaco ISD, Tech Prep RGV, and the Rio Grande Valley Partnership Chamber of Commerce celebrated the beginning of Job Shadow Days 2010 and National Career and Technical Education Month during a press conference at the Rio Grande Valley Partnership on February 2, 2010

1.0 Increase the number of secondary Tech Prep graduates enrolled in postsecondary institutions

Performance Metric: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in postsecondary education within one school year.

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1.0 Increase the number of secondary Tech Prep graduates enrolled in postsecondary institutions

- 1.1 Beginning before high school, share information about College Tech Prep programs available to Rio Grande Valley students, Tech Prep Texas Scholars, and the Dr. Lauro F. Cavazos Tech Prep Scholarships through Tech Prep RGV's website and in other ways.

College Tech Prep programs of study are degree plans to support counseling and advisement. The plans illustrate the sequence of academic and career and technical courses students should complete to transition from high school to college. Tech Prep Texas Scholars and the Cavazos Scholarship programs are offered as incentives for participation in, and completion of, Tech Prep programs offered in high school.

- 1.2 Market Tech Prep opportunities to students, parents, educators, and employers

Participation in Tech Prep programs is proportional to the visibility of the opportunities these programs provide for Rio Grande Valley students.

- 1.3. Work through Tech Prep support teams (S-TEAMs) on high school campuses to facilitate Tech Prep secondary students' transition to postsecondary institutions.

S-TEAMs are campus-based teams created to improve student scheduling, enhance career counseling for students and parents, act as a liaison team to campus leadership, and expedite implementation at the campus level.

2.0 Increase the number of secondary Tech Prep graduates enrolled in the same field or major at postsecondary institutions

Performance Metric: Number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in postsecondary education in the same field or major as the secondary education Tech Prep students were enrolled at the secondary level.

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2.0 Increase the number of secondary Tech Prep graduates enrolled in the same field or major at postsecondary institutions.

2.1 Provide, or assist with, work-based learning activities for students such as career fairs, field trips, classroom employer talks, job shadowing, and virtual job shadowing.

Personal experiences with careers that interest them help students to identify and refine their college and career goals. “Changing majors” in high school rather than in college saves time and money and increases the likelihood of success.

2.2 Provide, or assist with, work-based learning activities for educators such as job shadowing and externships.

Educators who understand employers’ needs are empowered to provide relevant learning experiences for their students, helping students to refine their personal goals and prepare for success in college and career.

2.3 Provide scholarship incentives and online counseling tools that educators can use to counsel and advise students and their families about completing programs of study.

Cavazos Tech Prep Scholarship application will include questions regarding career major in high school and college. Online access to College Tech Prep programs of study and CATEMA facilitate counseling and advisement.

3.0 Increase the number of secondary Tech Prep graduates that complete a state- or industry-recognized certification or licensure.

Performance Metric: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who complete a state- or industry-recognized certification or licensure.

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3.0 Increase the number of secondary Tech Prep graduates that complete a State or industry-recognized certification or licensure.

3.1 Conduct meetings with business, secondary, and postsecondary partners to promote participation in cooperative education and College Tech Prep programs with apprenticeship/licensure linkages.

Certification and licensure increase the opportunities for students to move successfully between college and the workplace throughout their lives.

3.2 Provide information about certification and licensure opportunities in Tech Prep RGV's labor market report.

Tech Prep RGV's labor market report identifies targeted occupations (the "best jobs" and emerging occupations in the Valley) and provides detailed information about individual careers, including but not limited to requirements for postsecondary education, licensure, and certification.

3.3 Provide scholarship incentives and online counseling tools that educators can use to counsel and advise students about certification and licensure.

Cavazos Tech Prep Scholarship ranking system can provide extra points for students who have earned certification/licensure. This will not only benefit some students, but also impact larger student populations.

4.0 Increase the number of secondary Tech Prep graduates with postsecondary credits.

Performance Metric: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who successfully complete, as a secondary student, courses that award postsecondary credit at the secondary level.

4.0 Increase the number of secondary Tech Prep graduates with postsecondary credits.

- 4.1 Partner with local postsecondary institutions to provide annual training for Advanced Technical Credit and dual enrollment for consortium school districts and provide professional development about College Tech Prep programs and related topics.

Advanced Technical Credit (ATC) courses are articulated at the state level. Students receive a grade only on high school transcripts for completed courses, but have the opportunity to receive college credit for these courses at local colleges and others in the state. Students who take dual enrollment courses receive grades on both high school and college transcripts at completion of the course. College Tech Prep programs are degree plans that blend multiple types of college-course opportunities available at the high school level, including academic and career technical dual credit courses, articulated courses, and others.

- 4.2 Promote use of the CATEMA (Career and Technical Education Management) credit-tracking system to assist students with receiving college credit for articulated courses.

ATC courses are similar to AP courses: grades do not automatically appear on college transcripts at the time courses are completed. Tech Prep RGV provides an online CATEMA system that facilitates tracking of those courses and communication with students about opportunities.

5.0 Reduce the number of secondary Tech Prep graduates enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education.

Performance Metric: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education

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5.0 Reduce the number of secondary Tech Prep graduates enrolled in remedial mathematics, writing or reading courses upon entering postsecondary education.

- 5.1 Share information with stakeholders from education and business through meetings and trainings to increase awareness of College and Career Readiness Standards.

A clear understanding of the knowledge and skills required for success in college and career is vital to devising meaningful strategies to help students acquire those competencies in high school.

- 5.2 Support vertical-alignment work of secondary and postsecondary partners and promote use of career and technical education courses for academic credit.

Secondary and postsecondary faculty who participate in vertical alignment are identifying strategies to help students transition from high school to college without the need for remediation in mathematics, writing, and reading. Texas' State Board of Education has approved a number of career and technical education courses to meet fourth-year math and science requirements; the hands-on methodologies and relevance incorporated in these courses promote student success.

6.0 Increase the number of postsecondary Tech Prep graduates placed in a related field of employment.

Performance Metric: The number and percent of postsecondary education Tech Prep students who are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program

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6.0 Increase the number of postsecondary graduates placed in a related field of employment.

- 6.1 Conduct meetings and projects in which postsecondary educators, including college placement officers, and business leaders participate to facilitate communication about employment opportunities in fields related to college majors.

Communication between and among stakeholders promotes sharing of information about employment opportunities for graduates.

- 6.2 Conduct meetings of Postsecondary Curriculum and Instruction Committee to develop strategies to promote placement in employment related to fields of study.

Communication between and among postsecondary educators promotes sharing of successful strategies and best practices for facilitating student success.

7.0 Increase the number of postsecondary Tech Prep students that complete a state or industry-recognized certification or licensure.

Performance Metric: The number of postsecondary Tech Prep students that complete a state or industry-recognized certification or licensure.

7.0 Increase the number of postsecondary Tech Prep students that complete a State or industry-recognized certification or licensure.

7.1 Conduct meetings with business, secondary, and postsecondary partners to promote participation in cooperative education and College Tech Prep programs with apprenticeship/licensure linkages, and work through regional partnerships with educators and community leaders to devise and implement strategies.

Certification and licensure increase the opportunities for students to move successfully between college and the workplace throughout their lives. The probability of successful implementation strategies increases when plans are developed by the individuals who become responsible for implementing the plans.

7.2 Provide information about certification and licensure opportunities in Tech Prep RGV's labor market report.

Tech Prep RGV's labor market report identifies targeted occupations (the "best jobs" in the Rio Grande Valley as well as emerging occupations) and provides detailed information about each individual career. The individual career information provides information about postsecondary education requirements as well as licensure and certification.

8.0 Increase the number of postsecondary Tech Prep students that complete a two-year degree or certificate program.

Performance Metric: The number and percent of postsecondary education Tech Prep students who complete a two-year degree or certificate program within the normal time for completion of such program.

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8.0 Increase the number of postsecondary Tech Prep students that complete a two-year degree or certificate program

8.1 Support vertical-alignment work of secondary and postsecondary partners.

Secondary and postsecondary faculty who participate in vertical alignment are identifying strategies to help students enter college without the need for remediation. Moving directly into college majors without the need for remediation encourages students to complete their degree or certificate programs.

8.2 Conduct meetings with regional business and education partners to design and implement programs that encourage students to stay in school and succeed.

The probability of success increases when plans are developed by the individuals who become responsible for implementing the plans.

9.0 Increase the number of postsecondary Tech Prep students that complete a baccalaureate degree program

Performance Metric: The number and percent of postsecondary education Tech Prep students who complete a baccalaureate degree program within the normal time for completion of such program.

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9.0 Increase the number of postsecondary Tech Prep students that complete a baccalaureate degree program.

- 9.1 Conduct large and small group meetings, as appropriate, to align and reconfirm content of College Tech Prep programs of study and to support creation and utilization of upward-articulation agreements that allow graduates of two-year Tech Prep programs to continue for baccalaureate degrees.

Upward-articulation agreements provide graduates of Tech Prep two-year programs to continue into four-year degree programs without losing credits or starting over.

- 9.2 Market upward-articulation opportunities available for graduates of Rio Grande Valley Tech Prep programs to students, parents, educators, and employers

Participation is proportional to the visibility of the opportunities that College Tech Prep programs offer to Rio Grande Valley students.

V. Strategic Initiatives

Focus on Critical Challenges

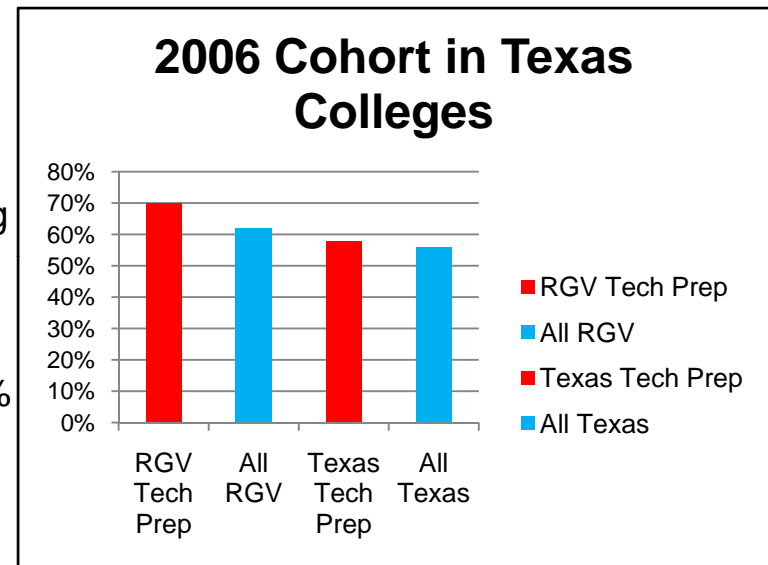
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Critical Challenges Strategic Initiatives	1. Shortage of Graduates	2. Inadequate Academic & Problem-Solving Skills	3. Insufficient Technical Skills for High-Tech Workplaces	4. Inadequate Educational Infrastructure for Sustaining Industrial Growth	5. Need for Regional Coordination of Workforce Education and Training
Goal 1.0	X	X	X	X	X
Goal 2.0	X	X	X	X	X
Goal 3.0	X	X	X	X	X
Goal 4.0	X	X	X	X	X
Goal 5.0	X	X	X	X	X
Goal 6.0	X	X	X	X	X
Goal 7.0	X	X	X	X	X
Goal 8.0	X	X	X	X	X
Goal 9.0	X	X	X	X	X

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The chart on page 36 illustrates the intersection of the tasks arising from Tech Prep RGV’s Mission and the focus on critical challenges for the region. There is a strong match between the area’s needs and Tech Prep RGV’s strengths. Employers have expressed the desire to have a pool of **applicants who are competent** in reading, writing, performing arithmetic and mathematical operations, listening and speaking. Meeting this need is a challenge since **only 51% of the Valley’s residents have a high-school diploma or higher** (compared with 76% for the state) and **only 31% have some college training** (compared with 51% for the state).

Tech Prep RGV’s goals are designed to address critical challenges and provide the Valley’s employers with a larger group of qualified applicants. **Tech Prep RGV is a catalyst** bringing educators and employers together to address the region’s issues. **Outcomes** to date **are encouraging**.



High School-to-College Data for 2006 Graduates

State evaluation reports reflect that Rio Grande Valley **Tech Prep students** are **scoring better** than their peers **on standardized tests** and have **better attendance rates, dropout rates, and graduation rates** than non-Tech Prep students. For the 2006 cohort, state reports reflect that **69.7% of Rio Grande Valley Tech Prep graduates were enrolled in Texas colleges the fall after graduation**, and the **number of Tech Prep students in the region is increasing**. Tech Prep RGV’s strategic initiatives are reduced to specific objectives on pages 18-35.



VI. Performance Metrics

Metrics

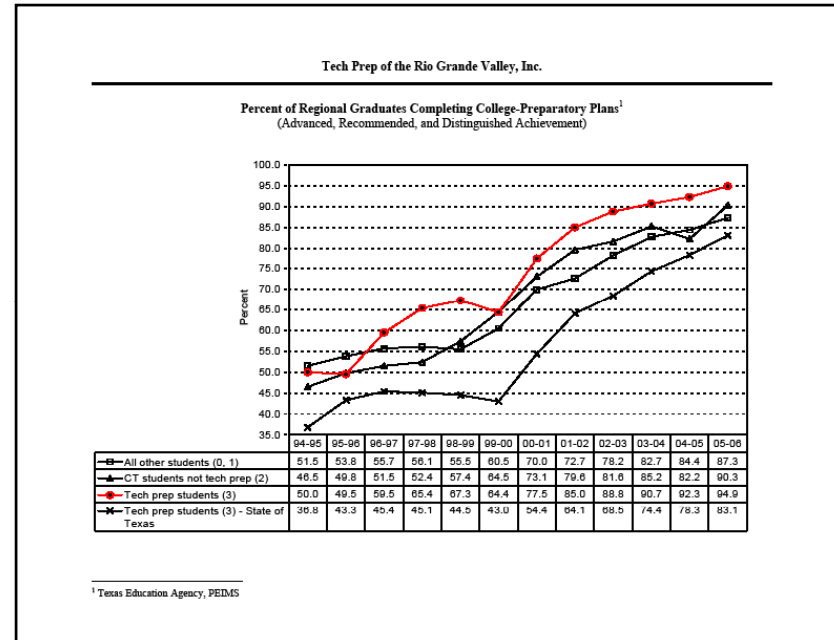
2010-2015 Strategic Plan

Objective	2011	2012	2013	2014	2015
1.0 Number and percent of secondary Tech Prep students who enroll in postsecondary education	0.1% increase	0.1% increase	0.1% increase	0.1% increase	0.1% increase
2.0 Number of secondary Tech Prep graduates enrolled in same field or major as secondary Tech Prep	0.1% increase	0.1% increase	0.1% increase	0.1% increase	0.1% increase
3.0 Number of secondary Tech Prep graduates who complete State or industry-recognized certification or licensure	No target set—baseline data not available	No target set—baseline data not available	No target set—baseline data not available	No target set—baseline data not available	No target set—baseline data not available
4.0 Number and percent of secondary Tech Prep graduates with postsecondary credits	0.1% increase	0.1% increase	0.1% increase	0.1% increase	0.1% increase
5.0 Reduce number of secondary Tech Prep graduates enrolled in remedial mathematics, writing, or reading upon entering postsecondary education	0.1% decrease	0.1% decrease	0.1% decrease	0.1% decrease	0.1% decrease
6.0 Number and percent of postsecondary Tech Prep students placed in related field of employment not later than 12 months after graduation from Tech Prep program	2.0% increase	2.0% increase	0.1% increase	0.1% increase	0.1% increase
7.0 Number and percent of postsecondary education Tech Prep students who complete a State or industry-recognized certification or licensure	2.5% increase	2.5% increase	0.1% increase	0.1% increase	0.1% increase
8.0 Number and percent of postsecondary education Tech Prep students who complete a two-year degree or certificate program within normal time for completion	0.1% increase	0.1% increase	0.1% increase	0.1% increase	0.1% increase
9.0 Number and percent of postsecondary education Tech Prep students who complete a baccalaureate degree program within normal time for completion	0.5% increase	0.5% increase	0.1% increase	0.1% increase	0.1% increase

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The performance metrics listed above are targets outcome measures drawn from Title II of the federal Carl D. Perkins legislation as well as the Texas Administrative Code. If this region increases its number of Tech Prep students, it will also significantly increase the quality of the region’s workforce.

Although activity-measure data is collected for many of the objectives reflected within the goals, those activity measures are not reflected in the performance metrics for this plan. Collection and reporting of data for performance metrics is dependent on reporting of data from state agencies and reported to Tech Prep RGV by the contractor who analyzes and reports that data.



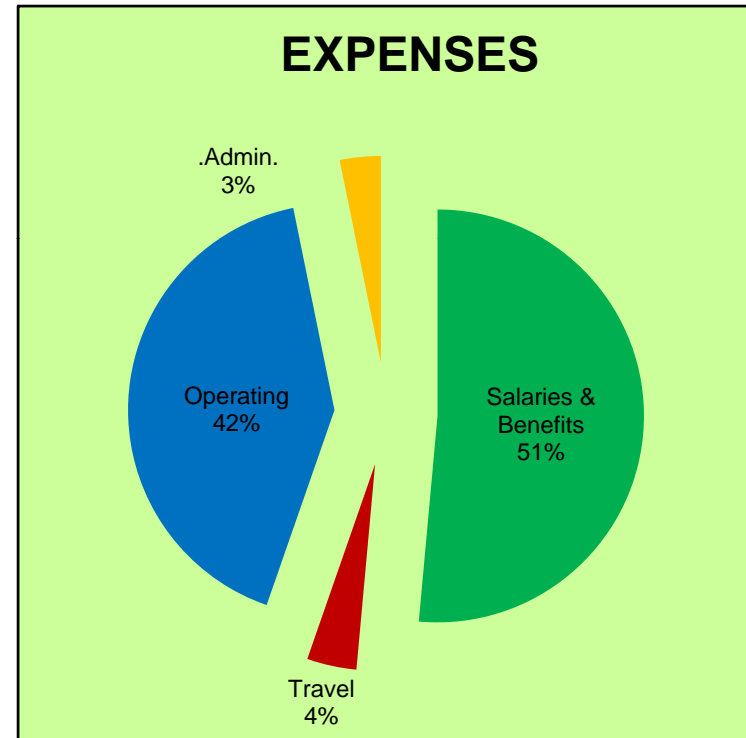
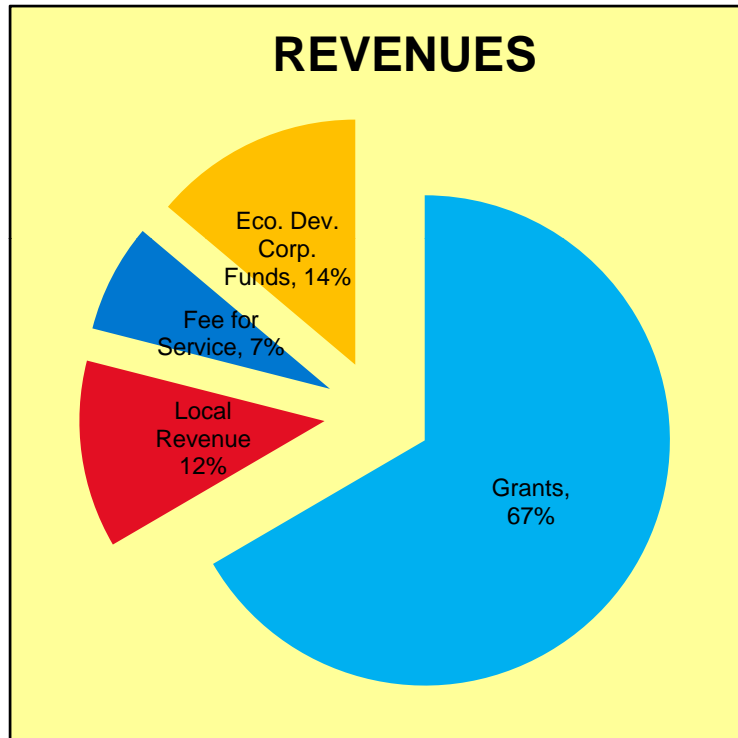
Percent Rio Grande Valley High School Graduates Completing College-Preparatory Plans, 1994-2006

Performance goals have been set comparing Rio Grande Valley Tech Prep student performance with state averages and the projected level of achievement in each area. Tech Prep RGV’s board must observe these measures for positive trends as the total number of students in the population group increases. The **intent** of all performance metrics is to provide the Board with **objective measures** that can be used to **evaluate effectiveness** of programs and to **make necessary adjustments** as the organization **moves forward toward accomplishment of its mission.**

VII. Operational Issues

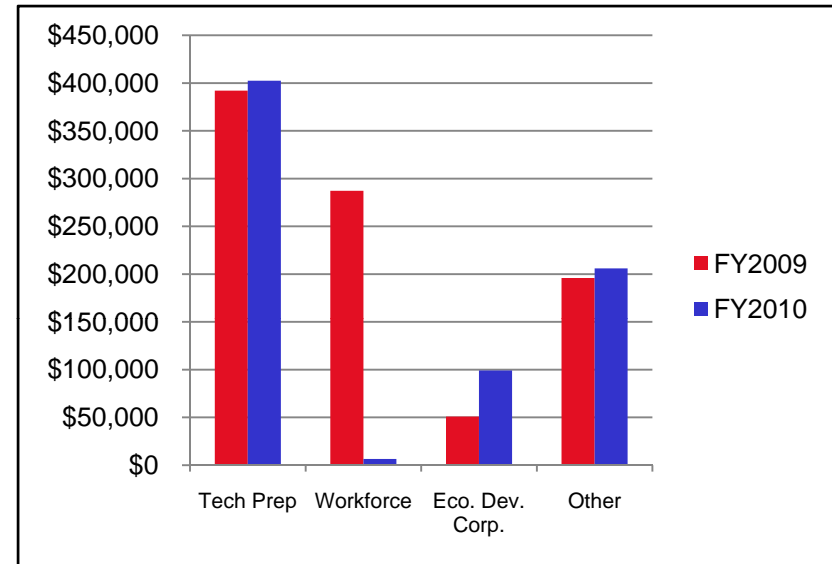
Current Services and Outflows

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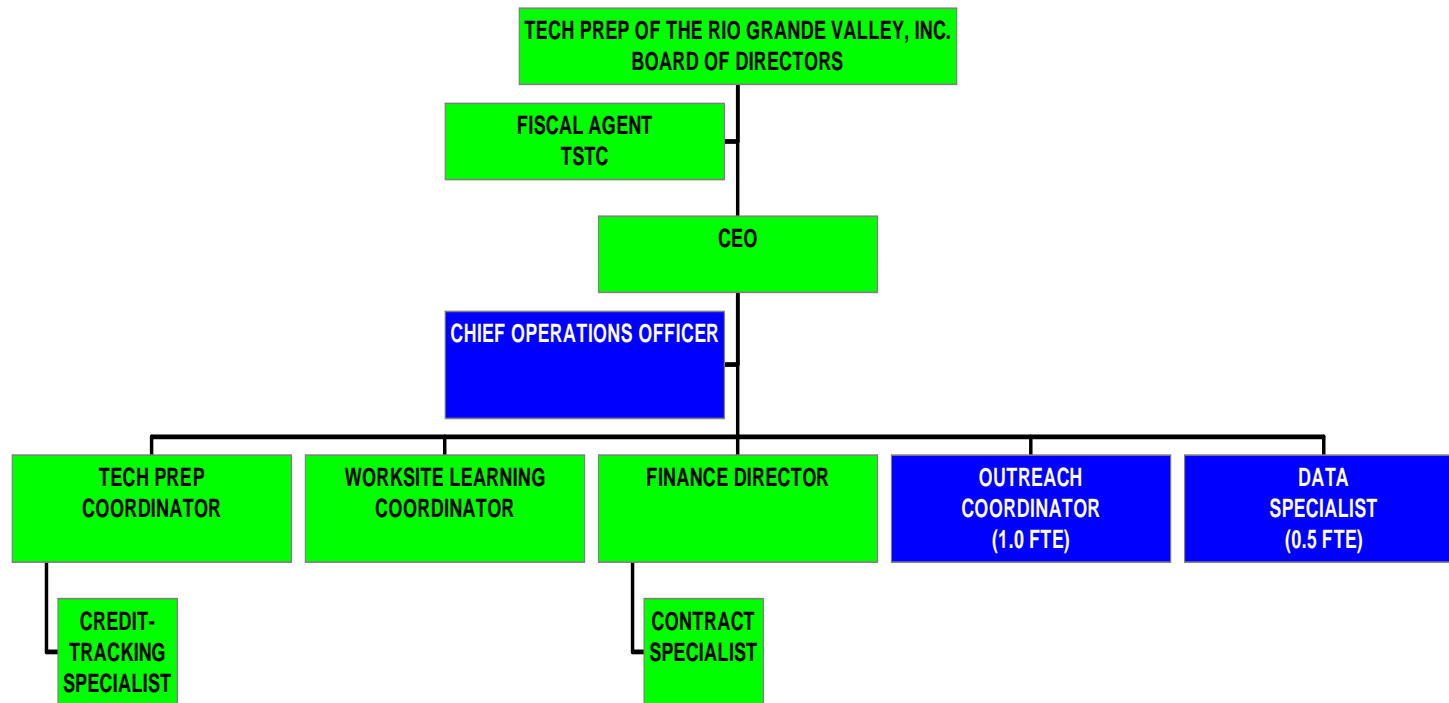
2010-2015 Strategic Plan


Tech Prep RGV’s **budget is limited**—only a fraction of that available to other solution providers. **Tech Prep RGV’s work is done through its staff** and the stakeholders who work with students and implement programs. **Outsourcing some services to contractors with special expertise reduces costs and enhances potential for success.** Tech Prep RGV’s budget schedules do not reflect the significant in-kind contributions made by education and business partners, which are very valuable. **A large portion of Tech Prep RGV’s budget goes to staff salaries and contracting with outside resources** because Tech Prep’s regional-intermediary role requires staff who function effectively **encouraging participation in the “change initiatives”** advocated by Tech Prep RGV.



Funding for Tech Prep RGV

In the Valley, there are many initiatives targeting workforce development and workforce education, creating a proliferation of projects with the potential to compete for the time and attention of educators, students, and parents. **Aligning projects and leveraging funds** through partnerships with other organizations **increases both the total resources** available for Tech Prep RGV’s initiatives **and the potential for success.** **Tech Prep RGV’s funding objective is to secure adequate funding to provide necessary services to lead, guide, and support regional partnerships,** including staffing patterns and subcontracts to support the regional system. This funding will continue to be found through funds coming directly to Tech Prep RGV and through partnerships with other organizations.



 Current Staffing

 Projected Need

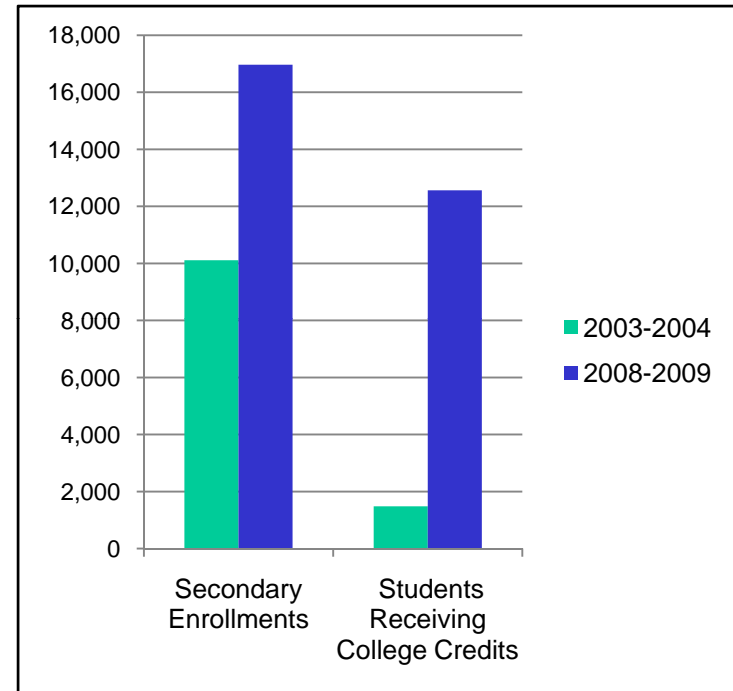
NOTE: The chart above represents **current staffing and projected need for maximum efficiency in regional intermediary operations.**

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The organizational chart on the facing page is representative of staff that are currently in place and staff still needed for the organization to function with maximum effectiveness. Staff members play multiple roles, according to the duties assigned to their positions. The current staff, reflected in green on the chart, have been in place for a number of years and have, working together in teams, achieved the outcomes reflected in annual reports and this document.

Effectiveness would be even greater if the organization were staffed with individuals performing these functions: The **Outreach Coordinator** would be responsible for direct marketing to students and parents, for creating partnerships with organizations providing services to families, and marketing to community-service organizations .

The **Data Specialist** would support collection and analysis of data to improve management information available to the Board. The **Chief Operations Officer** would work closely with the CEO and be responsible for management of the organization in the absence of the CEO.



Impact on Students: Comparison of 2003-04 and 2008-09 Secondary Enrollment and Students Receiving College Credits

VII. Operational Issues

Fiscal Issues

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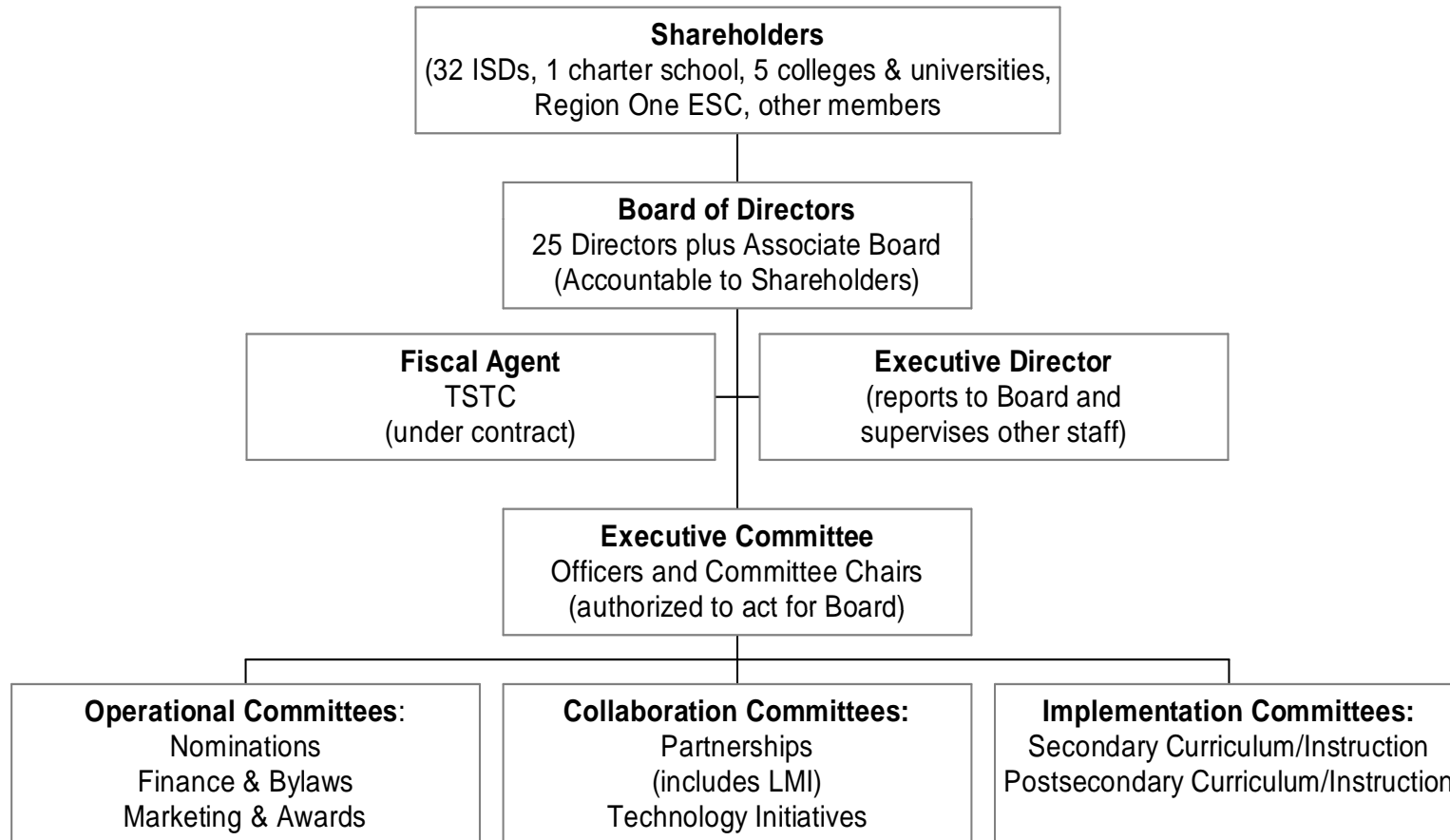
	FY2011	FY2012	FY2013	FY2014	FY2015
Full-Time Equivalents	11	11	11	11	11
Staff Salaries & Fringes	\$556,174	\$572,859	\$578,588	\$595,946	\$601,905
Other Operations*	\$298,860	\$322,770	\$330,840	\$344,075	\$357,840
Administration	\$34,201	\$35,825	\$36,377	\$37,601	\$38,390
TOTAL	\$889,235	\$931,454	\$945,805	\$977,622	\$998,135
*Other Operations includes staff travel, subcontracts, general operating expenses, and capital.					
Cost Per Secondary Tech Prep Student	\$36	\$32	\$27	\$23	\$19

2010-2015 Strategic Plan

The successes Tech Prep RGV has experienced to date are encouraging for the Rio Grande Valley, as well as for Texas as a whole. Until the recent past, Tech Prep RGV has funded its initiatives with a combination of Perkins Tech Prep, Workforce Investment Act, and other grant funds, leveraged with funds contributed by school districts, colleges, foundations, and the private sector. Recently, Tech Prep shifted its funding strategies, as explained below. To maximize the impact of its regional operation, **Tech Prep RGV must secure adequate funding to maintain services and also secure funding for the other staff** who are needed to improve the effectiveness of the overall regional system. Tech Prep RGV plans to address funding issues through the strategies identified below.

Strategy	Comments
Continue seeking funding for grants when appropriate but focus on grants that provide support for regional intermediary operations.	Tech Prep RGV's Perkins Title II funds continue to provide support for operations. Funding from cities and economic development organizations as well as selected additional grants serves to diversify funding and improve efficiency.
Continue local fund-raising efforts both to increase community awareness and to provide support for local operations.	Tech Prep RGV needs local discretionary funds to underwrite Tech Prep Texas Scholars and scholarships, to provide matching funds for grants, and to pay for grant-writing services.
Secure additional funding through fee-for-service arrangements.	Tech Prep RGV should continue to expand its fee-for-service contracts when appropriate opportunities become available.

Tech Prep of the Rio Grande Valley, Inc.



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Tech Prep RGV Board of Directors is elected by, and accountable to, Tech Prep RGV's stakeholders. The Board has set up an operational structure that is serving well to facilitate regional communication. Several committees (Marketing and Awards, Partnerships, Secondary Curriculum and Instruction, Postsecondary Curriculum and Instruction) are open to membership of interested community representatives, yet chaired by Board members to maintain accountability by the Board. Working committees are as follows:

- **Executive Committee**--provides leadership for Board; authorized to act for Board if necessary; leads annual review of strategic plan and monitors progress
- **Finance and Bylaws**—reviews/recommends financial reports and budget recommendations; reviews/recommends modifications to corporate Bylaws; serves as audit committee
- **Marketing and Awards**—develops marketing campaigns; oversees Tech Prep Texas Scholars and scholarship awards
- **Nominations**—recommends directors, associates, and officers for election/appointment
- **Partnerships**—monitors progress on MOUs; develops labor market report in collaboration with chambers of commerce, economic development organizations, and others
- **Postsecondary Curriculum and Instruction**—facilitates curriculum development and implementation, works to recruit, identify, and retain students in postsecondary institutions and to promote collaboration among institutions of higher education in the region
- **Secondary Curriculum and Instruction**—facilitates curriculum development and implementation, manages S-TEAM and counselors' networks, oversees regional conference and ATC training, and related activities
- **Technology Initiatives**—leads development of initiatives focusing on effective utilization of technology, including, but not limited to, work with Tech Prep RGV's webpage and Internet

It is important to thank the individuals whose commitment and hard work have led Tech Prep RGV through almost 20 years in the Valley. Those individuals include:

- **U.S. Senators Phil Gramm, Kay Bailey Hutchison, and John Cornyn**, who ensured that the federal Perkins Act included language about private-sector leadership for Tech Prep
- State **Senator Eddie Lucio, Jr.**, and **Jeff Wentworth** and **State Representatives Jim Solis** and **Gene Seaman**, who sponsored the Texas Tech-Prep Act and amendments thereto, and the other members of the Rio Grande Valley legislative delegation who worked for passage of that bill;
- The **chambers of commerce, economic development organizations, employers and employer organizations** that provide support for Tech Prep RGV's initiatives as they work for the economic development of this region
- The **independent school districts, colleges and universities, Region One Education Service Center, the South Texas Career and Technical Education Association**, and other educational partners who implement programs and initiatives
- **Workforce Solutions, Workforce Solutions Cameron**, and the **Valley Initiative for Development and Advancement**, who share information and provide input for annual updates of Tech Prep RGV's labor market report
- **Dr. Cesar Maldonado, P.E.**, who chaired the Tech Prep RGV board of directors for a total of 11 years, and whose doctoral research articulated the role that Tech Prep RGV plays as an intellectual capital intermediary, performing project-management functions for regional "joint ventures."
- **Tech Prep RGV's stakeholders** and the visionary leaders who serve on **Tech Prep RGV's Board of Directors** and working committees.

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Tech Prep RGV's stakeholders are its voting members, who are named below:

Stakeholders		
INDEPENDENT SCHOOL DISTRICTS		COLLEGES AND UNIVERSITIES
Brownsville ISD	Donna ISD	South Texas College
Edcouch-Elsa ISD	Edinburg CISD	Texas Southmost College
Harlingen CISD	Hidalgo ISD	Texas State Technical College
La Feria ISD	La Joya ISD	The University of Texas at Brownsville
La Villa ISD	Lasara ISD	The University of Texas-Pan American
Los Fresnos CISD	Lyford CISD	
McAllen ISD	Mercedes ISD	OTHERS
Mission CISD	Monte Alto ISD	Area II, Southern, Business Prof. of America, Secondary
PSJA ISD	Point Isabel ISD	IDEA Public Schools
Progreso ISD	Raymondville ISD	Region One Education Service Center
Rio Grande City ISD	Rio Hondo ISD	South Texas Career and Technical Education Association
Roma ISD	San Benito CISD	Teach for America--Rio Grande Valley
San Isidro ISD	San Perlita ISD	Texas Workforce Commission
Santa Maria ISD	Santa Rosa ISD	
Sharyland ISD	South Texas ISD	
Valley View ISD	Weslaco ISD	

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TECH PREP OF THE RIO GRANDE VALLEY--BOARD OF DIRECTORS	
EXECUTIVE BOARD	DIRECTORS
E. RICHARD VAUGHAN, CEO, Burton Companies, Weslaco, President and Board Chair	HON. CARLOS CASCOS, CPA, Cameron County Judge, Brownsville
JOE VASQUEZ, Community Volunteer (Board Chair, Security First Credit Union), Vice President	EVA-JEAN DALTON, Broker/Owner, ReMAX In the Valley, Edinburg
TERI ZAMORA, Vice President Financial and Administrative Services, Texas State Technical College Harlingen, Treasurer	JACK DAMRON, Executive Director, Region One Education Service Center, Edinburg
RENE CAPISTRAN, President – South Texas Region, SpawGlass Contractors, Inc.	LILLY G. DE LA ROSA, Vice President/Senior Market Manager, South Valley Market, Capital One Bank, Harlingen
PAT HOBBS, Provost and Vice President of Academic Affairs, Texas State Technical College Harlingen	DR. STEVE FLORES, Superintendent, Harlingen CISD
DAVID MERRILL, Branch Manager, Wells Fargo Advisors, Brownsville	KRISTINA D.HERNANDEZ, P.E., Senior Project Manager, Half Associates, McAllen
NAOMI PERALES, Community Relations Specialist, Texas Gas Service Company, Harlingen	SOFIA HERNANDEZ, Director of Economic Development, County of Hidalgo, Edinburg
LISA PRIETO, Director, College Access and Support Programs, The University of Texas-Pan American, Edinburg	ROBERT LEFWICH, Material Planning Specialist, United Launch Alliance, Harlingen
DR. NORMA SALAIZ, Superintendent, La Villa ISD	GREGG McCUMBER, CPA, Senior Tax Partner and Managing Partner, Burton, McCumber & Cortez, LLP, Brownsville
GONZALO SALAZAR, Superintendent, Los Fresnos CISD	
PERRY A. VAUGHN, Executive Director, Associated General Contractors of America, Rio Grande Valley Chapter	

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TECH PREP OF THE RIO GRANDE VALLEY, INC.--BOARD OF DIRECTORS (cont.)	
<p>HOLLIS V. RUTLEDGE, JR., President and CEO, Hollis Rutledge and Associates, Inc., Mission</p> <p>LAURA BOYER TALBOT, Curriculum and Accreditation Officer, South Texas College, McAllen</p> <p>RON TUPPER, M.Sc., President, Tupper & Associates, Inc., McAllen</p> <p>RENE VILLARREAL, Interim Associate Vice President for Enrollment Management and Director of Admissions, The University of Texas at Brownsville and Texas Southmost college</p> <p>JO RAE WAGNER, President, CTO Inc., Harlingen</p>	<p style="text-align: center;">ASSOCIATE BOARD</p> <p>RACHEL ARCAUTE, Assistant Superintendent for Instructional Services, McAllen ISD</p> <p>SANDRA AVILA, President, South Texas Career and Technical Education Association (Director, CTE, Weslaco ISD)</p> <p>DR. EDUARDO CANCINO, Deputy Director for Instructional Support, Region One ESC, Edinburg</p> <p>BEATRICE (BEA) LOPEZ, Unit Director, H-E-B Foods, Port Isabel</p> <p>ROBERTO F. LOREDO, Superintendent, Donna ISD</p> <p>DR. RAUL MALDONADO, Podiatrist/President, Harlingen Foot and Ankle Center, Harlingen</p> <p>JANICE H. MUMFORD, Community Volunteer, McAllen</p> <p>FELIPE REYES, Administrator for Career and Technical Education, Brownsville ISD</p>



XI. Board of Directors

Structure

2010-2015 Strategic Plan

TECH PREP OF THE RIO GRANDE VALLEY, INC.--BOARD OF DIRECTORS (cont.)	
ASSOCIATE BOARD	DIRECTORS EMERITUS
<p>JOEL REYES, Lean Six Sigma/Training Manager, EMS, Enterprise Mobility Solutions, McAllen</p> <p>FELIPE C. SALINAS, Director, Development and Grant Administration, Abriendo Puertas Parental Communication Initiative, Inc., Edinburg</p> <p>LIZ SHAMLIAN, Branch Manager/Assistant Vice President, Capital One Bank, San Benito</p> <p>BRAD SMITH, Project Manager, Peterson Construction, Inc., McAllen</p> <p>ESTELLA L. TREVINO, Executive Director, Edinburg Housing Authority, Edinburg</p> <p>VERONICA VILLEGAS, Vice President, Rio Grande Valley Partnership Chamber of Commerce, Weslaco</p>	<p>EDUARDO A. CAMPIRANO, Port Director and Chief Executive Officer, Brownsville Navigation District, Port of Brownsville</p> <p>RAY ELLEDGE, Division Manager, Texas Commercial Energy (retired)</p> <p>DR. CESAR MALDONADO, P.E., President, Texas State Technical College Harlingen</p> <p>ED TAMAYO, Executive Vice President, First Community Bank , Harlingen (retired)</p> <p>DR. LINDA WADE, Superintendent, Harlingen CISD (retired)</p>

XII. Data Sources

2010-2015 Strategic Plan

- Pages 4 and 5—*Intellectual capital intermediary* information taken from doctoral dissertation of Dr. Cesar Maldonado, P.E. Maldonado, C. (2008). *Influence of intellectual capital intermediaries on technical workforce capacity* [<http://etd.lib.ttu.edu/theses/available/etd-10262008-202416>] (Unpublished doctoral dissertation). Texas Tech University, Lubbock, Texas.
- Page 9—Information about Michelle Lee Galvez from Tech Prep RGV's records and remarks by Ms. Galvez at *First Annual Employers and Education Forum*, February 11, 2010, Weslaco, Texas.
- Pages 9, 15, 37, 39, and 43--Secondary Tech Prep student reports provided by Tech-Prep Data Collection Project, Temple College, Temple, Texas, and made available online at the College Tech Prep of Texas website, <http://www.techpreptexas.org>; Tech Prep Texas Scholars information from records on file with Tech Prep RGV.
- Pages 9 and 43—Information for Rio Grande Valley students receiving credit for articulated and dual-credit courses is drawn from information on file in Tech Prep RGV's office as reported by South Texas College, Texas State Technical College Harlingen, and the University of Texas at Brownsville and Texas Southmost College.
- Page 13—The 2008 Governor's Competitive Council report and related reports can be viewed at http://governor.state.tx.us/priorities/economy/industry_cluster_efforts/governors_competitiveness_council.
- Page 16—Information for the Region One Education Service Center, Workforce Solutions, and Workforce Solutions Cameron was provided by those organizations.
- Pages 19 and 21—College Tech Prep Programs of Study currently offered by STC, TSTC, and UTB/TSC can be viewed at <http://www.techpreprgv.com/educators/articulation.html>; for CATEMA system information, see <http://www.techpreprgv.com/online-registration.html>.
- Page 37—RGV literacy levels—U.S. Census data as cited on page 23 of *Targeting the Future: A Report About the Evolving Labor Market in Texas' Rio Grande Valley*. Report, published by Tech Prep RGV, can be viewed at <http://www.techpreprgv.com/lmi.html>.
- Page 38—Performance Metrics for FY 2011 and thereafter are based on performance targets currently in place for FY 2010, as approved by the Texas Higher Education Coordinating Board.
- Pages 40 and 41—Funds reported are from FY 2010 budget and include both grant and non-grant funds. Tech Prep RGV has a cost-allocation plan, and funds for accounts are reported separately. Figures for 2010-2011 are projections based on current funding sources. Financial reports can be viewed at <http://www.techpreprgv.com/board/index>.