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# A Study to Determine Issues and Concerns of Implementing the Tech Prep Concept into Marketing Education Programs in Tidewater, Virginia High Schools

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A STUDY TO DETERMINE  
ISSUES AND CONCERNS OF IMPLEMENTING  
THE TECH PREP CONCEPT INTO MARKETING EDUCATION  
PROGRAMS IN TIDEWATER, VIRGINIA HIGH SCHOOLS

A Research Paper

Presented to the Graduate Faculty  
of the Department of Occupational and Technical Studies  
at Old Dominion University

In Partial Fulfillment  
of the Requirements for  
the Master of Science in Education Degree

By

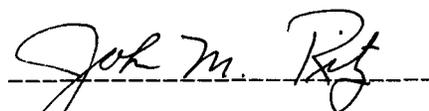
Colleen E. Smith

August, 1994

## APPROVAL PAGE

This research paper was prepared by Colleen E. Smith under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

APPROVAL BY:



Dr. John M. Ritz

Advisor and Graduate

Program Director

8-2-94

Date

## TABLE OF CONTENTS

	PAGE
Approval Page	i
Table of Contents	ii
Table of Table	iv
 <b>CHAPTER</b>	
I. INTRODUCTION	1
A. Statement of the Problem	2
B. Research Objectives	2
C. Background and Significance	2
D. Limitations	4
E. Assumptions	4
F. Procedures	4
G. Definition of Terms	5
H. Overview of Chapter	5
II. REVIEW OF LITERATURE	7
A. Staff Development	7
B. Existing Tech Prep Programs	8
C. Tech Prep in Tidewater Virginia	10
D. Summary	12
III. METHODS AND PROCEDURES	13
A. Population	13
B. Instrument Design	13
C. Methods for Collecting Data	14
D. Statistical Analysis	14
E. Summary	14
IV. FINDINGS	16
A. Responses to the Survey	16
B. Summary	23

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	25
A. Summary	25
B. Conclusions	26
C. Recommendations	27
BIBLIOGRAPHY	29
APPENDICES	30
A. Tech Prep Survey	32
B. Survey Cover Letter	35

## TABLE OF TABLES

TABLE	PAGE
1. Schools Currently Offering Tech Prep	17
2. School Year Tech Prep Program was Implemented	18
3. School Systems Planning on Implementing Tech Prep	19
4. Anticipated Year of Tech Prep Implementation	20
5. Financial Resources	22
6. Financial Resources Received for the Development of Tech Prep	23

## CHAPTER I

### INTRODUCTION

Tech Prep programs are one of the most promising concepts in education that can prepare students for today's work world. It is a vocational/academic education program established between secondary education and postsecondary education to provide students with the academic and technical foundations necessary to work and live in today's ever increasing technical world.

Tech Prep is a challenging program of study designed to guide students into high level academic and vocational courses which will give them a strong technical and academic foundation to build their future. The program combines applied academics such as mathematics, science, and language art, with vocational skills for specific technical fields. The students then continue their study path from high school to a community college or vocational technical school to earn their associates degree or two year certificate. Tech Prep also allows for articulation to a four year bachelors degree.

The mission of a Tech Prep program is to develop a world class workforce which is academically and technically competent and prepared for lifelong learning in an ever changing and challenging environment (Tuttle, 1993, p. 2). Tech Prep programs prepare students to reach this goal by

encouraging them to attain at least an associate degree or postsecondary certificate.

### STATEMENT OF THE PROBLEM

The problem of this study was to determine issues and concerns of implementing the Tech Prep concept into marketing education programs in Tidewater, Virginia, high schools.

### RESEARCH OBJECTIVES

The following objectives have been established to answer the problem:

1. Identify which high schools in Tidewater, Virginia, have Tech Prep marketing education programs.
2. Determine reasons why high schools in Tidewater, Virginia, have or have not developed Tech Prep programs.
3. Determine financial resources received by Tidewater, Virginia, schools to investigate the development of Tech Prep programs.

### BACKGROUND AND SIGNIFICANCE

Under the Carl D. Perkins Act of 1990, Congress authorized the U.S. government to spend up to \$125 million on Tech Prep programs, and in 1993

Congress appropriated another \$104 million for the development of Tech Prep programs (Fintel, 1993, p. 2). The money is annually allocated by the Secretary of Education to each state board. Each state seeking a grant must submit a three year plan showing how the Tech Prep program will be developed and implemented. This plan must include the following four requirements:

- Lead to an associates degree or two year certificate or apprenticeship.
- Provide technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, agriculture, health, or business.
- Build student competence in mathematics, science, and communications through a sequential course of study.
- Lead to employment placement (Fintel, 1993 p. 2).

These four requirements insure that a Tech Prep program will build academic and technical skills that can lead to an associates degree providing success in the future.

It is necessary to determine the effectiveness of how Tidewater, Virginia, school systems are allocating funds available to them in an attempt to implement a state-of-the-art Tech Prep programs in Marketing Education in their high schools.

## LIMITATIONS

This study is limited to Marketing Education programs in Tidewater, Virginia, high schools. The information will be gathered through survey's that will be sent to those high schools in Tidewater, Virginia, that have a Marketing Education program.

## ASSUMPTIONS

It is assumed that this study will show the following:

1. That many Marketing Education Programs in Tidewater, Virginia, high schools, do not offer a Tech Prep program.
2. That the money being allocated for Tech Prep programs is not being use to implement the program into Tidewater high schools.
3. That most teachers and supervisors do not understand the Tech Prep concept, well enough, to develop and implement a program.

## PROCEDURES

A survey will be designed and administered to all Tidewater, Virginia, high schools Marketing Education coordinators during the summer of 1994. The data will be collected, organized, and analyzed. Based on the information

gathered on the implementation of Tech Prep programs in area high schools, the recommendation and suggestions will be made for implementing the program in every area high school.

### DEFINITION OF TERMS

The following list of terminology and definitions are relevant to this study:

1. Marketing Education - a vocational instructional program that is prepared to inform and instruct students who are entering the occupational field.
2. Tech Prep - a secondary/postsecondary career path linked to business, industry, labor, government, and the community that leads to further education and employment.
3. Tidewater, Virginia - southeastern Virginia, includes the cities of Norfolk, Portsmouth, Chesapeake, and Virginia Beach.

### OVERVIEW OF CHAPTER

This chapter introduced and stated the problem to be studied. It will attempt to find out the issues and concerns of implementing the Tech Prep concept into marketing education programs in Tidewater, Virginia, high schools. It also presented the expectations of the study through research goals.

This chapter also gave the limitations, assumptions, procedures, and a list of terms, all to be used to provide direction for the study.

Chapter II will present a review of literature. The next chapter will display the methods and procedures used for obtaining information for the study. Chapter IV will present the data collected followed by the summary, conclusions and recommendations in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

Chapter II was the review of literature. The purpose of this chapter was to review literature related to the problem stated. The researcher reviewed existing literature on Tech Prep programs and found many similar characteristics of successful Tech Prep programs. The literature provided insight into why the success of Tech Prep programs in Tidewater, Virginia, high schools may depend on the training of educators and the study of successful Tech Prep programs. Included in this chapter are sections on staff development for Tech Prep, existing Tech Prep programs, Tech Prep in Tidewater, Virginia, and the summary.

### STAFF DEVELOPMENT

Staff development is a critical part of implementing a Tech Prep program in any school or school system. A Tech Prep program requires strong support from the teachers, school board, superintendent, community college president, high school principals, and counselors. Faculty members at both institutions need to understand the program's aims to help them develop a successful program at both levels.

A major emphasis of Tech Prep in Norfolk Public Schools for 1993-1994 is staff development for academic and vocational teachers (Hosay, 1994, p. 2). Every high school in Norfolk has a Tech Prep advisory committee, which determines their focus for staff development. Schools receive training in cooperative learning, learning styles, integrating academic and vocational instruction, and reading to learn. By the end of the 1993 - 1994 school year, over four hundred teachers in all disciplines in Norfolk will have received this training since 1989 (Hosay, 1994, p. 2). All staff development activities are designed to give teachers more strategies and activities to engage students in learning and to help integrate academic and vocational instruction for Tech Prep programs.

### EXISTING TECH PREP PROGRAMS

Several states currently have Tech Prep programs as a part of their Marketing Education high school curriculum. North Carolina first implemented Tech Prep through a pilot program in Richmond County in 1986. Today the program is placed at about thirty sites and is expected to be in all school systems by 1995. According to Clifton Belcher, head of the state's vocational education services, "North Carolina has aimed its Tech Prep programs at students who are not pursuing the college track, believing they can do better than the general track" (Gleason, 1991, p. 9). North Carolina credits

the popularity of Tech Prep to the "avenue of visibility" that it offers to the students.

Tech Prep has also proven to be successful in the South Carolina counties of Anderson, Oconee, and Pickens. The initiative in these counties has been named the top Tech Prep program in the nation by the U. S. Department of Education (Gleason, 1991, p. 9). Diana Walter, Executive Director of the Partnership for Academic and Career Education for South Carolina, believes developing a new tech prep program requires a lot of work and a minimum of a year for design.

In the state of Arkansas, Tech Prep was used to restructure the states's system of secondary education and Marketing Education programs. In high schools, students take a minimum of four English courses, three science courses (one that is applied), three math courses and three social studies courses. Tech Prep students take four courses in a vocational major and two related vocational courses, while college track students take two foreign language courses and electives. With this development, students are able to move between the college track and tech prep with little or no problems while in the ninth and tenth grades. This model can be easily copied by other states when implementing a Tech Prep program.

The state of Indiana has mandated that all of its secondary schools offer Tech Prep in the 1994 - 1995 school year. The aim of Indiana schools is for

the elimination of the general track, with its schools only offering college prep and Tech Prep program. Its Tech Prep classes are performance - based with competencies that students are to learn the "how's" and the "whys" of science, math, English, and industrial technologies (Fintel, 1993, p. 3). The Indiana Tech Prep plan calls for teams of core course teachers to create a more individualized career plan for each Tech Prep student. An effort to provide such programs in Tidewater, Virginia, is being developed at the present time.

### TECH PREP IN TIDEWATER, VIRGINIA

The mission of Tech Prep in the state of Virginia is to provide opportunities for all students to prepare for work and further learning by linking education with business, industry, labor, government, and the community. The components of the Virginia Tech Prep plan are:

- a comprehensive career development plan;
- a coherent sequence of courses designed for a specific career cluster that integrates academic and occupational preparation;
- a learning environment with application emphasis on mathematics, communication, science, and technologies;
- a seamless transition from secondary to postsecondary opportunities and employment.

Locally, in Tidewater, Virginia, The Tidewater Tech Prep Consortium has been formed by Chesapeake Public Schools, Norfolk Public Schools,

Portsmouth Public Schools, and Virginia Beach City Public Schools, along with the campuses of Tidewater Community College to help integrate Tech Prep programs into their Marketing Education curriculums. The Chesapeake Public Schools Tech Prep Steering Committee is currently developing a sequence of courses for its Tech Prep programs with plans of implementing a Tech Prep program in September of 1994. Beginning in June of 1994, a special Tech Prep seal will be placed on the diplomas of students who have completed one of the Tech Prep programs in Norfolk Public Schools. The major emphasis of the Tech Prep program in Norfolk Public Schools is staff development for academic and vocational teachers. Portsmouth Public Schools have formed a Tech Prep Task Force consisting of administrators, faculty members, parents, business/industry representatives, and representatives from Tidewater Community College (Colden, 1994, p. 2). The task force has formulated a Tech Prep mission, philosophy, goals, and a draft Tech Prep program of studies for Portsmouth Public Secondary Schools. Implementation of Tech Prep is expected in the fall of 1996.

Virginia Beach City Public Schools has been awarded two grants to implement the program "High Schools that Work" at Bayside High School and Green Run High School. The program at Bayside High School plans to integrate academic and vocational studies among technology, math, and science, with hopes to increase the number of vocational completers

(Poniatowski, 1994, p. 2). Green Run High School is making changes in their teaching strategies and course structure in order to create a high school that works for all students, not just those who are on the college bound track. Tidewater, Virginia, school systems are moving quickly to integrate Tech Prep programs in to their Marketing Education programs according to the state's mission for Tech Prep.

## SUMMARY

The review of literature chapter presented an overview of staff development for implementing Tech Prep programs, existing Tech Prep programs, and Tech Prep programs in Tidewater, Virginia. Chapter III will outline the methods and procedures used by the researcher. The findings gathered through surveys will be reviewed in Chapter IV. The final chapter will then give a summary, conclusions, and recommendations of the information gathered.

## CHAPTER III

### METHODS AND PROCEDURES

This chapter outlined the methods and procedures used to determine how many marketing education programs in Tidewater, Virginia, high schools offer the Tech Prep program. The type of research study that was conducted was a descriptive study which gathered information from surveys. Included in this chapter are sections on population, instrument design, data collection, statistical analysis and a summary.

### POPULATION

The population used in this study consisted of Marketing Education department leaders from Tidewater, Virginia, high schools. The individuals in this study were from the Virginia Beach, Norfolk, Portsmouth, and Chesapeake public schools. There were a total of twenty - two participants in this study.

### INSTRUMENT DESIGN

In order to determine how many Marketing Education Programs in Tidewater, Virginia, have implemented Tech Prep into their instructional program, a survey was designed and administered to the twenty-two Marketing

Education department leaders during the summer of 1994. The data for this study was collected by using a survey consisting of open form and close - formed questions. A sample of the survey is found in Appendix A.

### METHODS FOR COLLECTING DATA

Data for this study was collected through the use of a survey. The researcher mailed the cover letter (Appendix B) and survey to Marketing Education department leaders in Tidewater, Virginia. In the cover letter the Marketing Education department leaders were informed as to the purpose of the study and were encouraged to respond. A follow - up telephone call was made to those who had not responded to the survey in a week's time.

### STATISTICAL ANALYSIS

After the surveys were received, the data for the study was compiled by the researcher. After tabulating the results of the survey, numbers and percentages were calculated for each of the items on the survey.

### SUMMARY

The methods and procedures that were used in this study were outlined in Chapter III. These included population, instrument design, data collection,

and statistical analysis. The results of the survey will be discussed in Chapter IV.

## CHAPTER IV

### FINDINGS

The purpose of this chapter was to present the data collected during this study. The data reported was the findings of a survey of twenty - two Tidewater, Virginia, Marketing Education department leaders. The questionnaire was divided into three sections. Section one used responses to closed formed statements, section two required a written response to an open from statement and section three used responses to closed form and open form statements. One hundred percent of the surveys were returned.

### RESPONSES TO THE SURVEY

Section one of the questionnaire was used to determine which schools in Tidewater, Virginia, currently offer Tech Prep in their Marketing Education program. Question 1 of the questionnaire was to determine how many schools in Tidewater, Virginia offer Tech Prep as a part of their Marketing Education program. As illustrated in Table 1, of the twenty - two respondents (100 percent) there were five or 23 percent that currently offer Tech Prep as a part of their Marketing Education program and 17 or 77 percent that currently do not offer Tech Prep as a part of their Marketing Education Program.

Table 1  
Schools Currently Offering Tech Prep

School System	Number	Percent
Virginia Beach	0	0
Norfolk	5	23
Portsmouth	0	0
Chesapeake	0	0
<b>Total</b>	<b>5</b>	<b>23</b>

Question 2 of the survey identified the school year in which Tech Prep was initiated in the five Norfolk schools currently offering the program. Table 2 showed that the five, or 23 percent of the schools surveyed, offered Tech Prep as a part of their Marketing Education program, two or 40 percent started offering the program in the 1992 - 1993 school year, and three or 60 percent started offering the program in the 1993 - 1994 school year.

TABLE 2  
 School Year Tech Prep Program was Implemented  
 In Norfolk Public Schools

School Year	Number	Percent
1992 - 1993	2	40
1993 - 1994	3	60
Total	5	100

Question 3 addressed those schools that have not implemented Tech Prep into their Marketing Education program. The respondents were asked if they plan on implementing Tech Prep into their program. Table 3 showed that 12 or 71 percent of those responding to the question plan on implementing Tech Prep into their program. However, five or 29 percent of those responding do not plan on implementing Tech Prep into their Marketing Education program.

TABLE 3  
School Systems Planning on Implementing Tech Prep

School System	Number	Percent
Virginia Beach	5	42
Chesapeake	5	42
Portsmouth	2	16
Total	12	100

Question 4 asked those planning on implementing Tech Prep into their Marketing Education program what school year they plan on doing so. Table 4 showed those planning on implementing Tech Prep into their marketing education program. One or eight percent plan on implementing the program in the 1995 - 1996 school year, five or 42 percent plan on implementing the program in the 1996 - 1997 school year, and six or 50 percent of the respondents had no response to this question.

TABLE 4  
Anticipated Year of Tech Prep Implementation

School Year	Number	Percent
1995 - 1996	1	8
1996 -1997	5	42
No Response	6	50
Total	12	100

In Section Two of the survey, the respondents were asked to explain why their schools do or do not offer Tech Prep in their Marketing Education program. Many of the responses in this section responded similarly by school district. Norfolk, being the only school system in Tidewater, Virginia, at the present time offering a Tech Prep program stated, "it is a part of their city wide vocational mission and are strongly committed to the concepts behind Tech Prep." The respondents in Portsmouth stated that "Tech Prep is not offered because it has not been implemented city wide." Another respondent from Portsmouth stated "We are currently working on offering Tech Prep to

keep up with educational trends of the State and area schools, however, their is a lack of funding within the city." Chesapeake Schools responded to this question stated that they are "In the process of developing a curriculum for Tech Prep." In Virginia Beach City Schools there is one school starting a pilot program in September of 1994, but marketing education will not be included in the program in the 1994 - 1995 school year. Many of the responses given were similar to this school system. The most popular being "There is a lack of funding," "Tech Prep is a fairly new concept," and "Tech Prep is still in its planning stages."

In Section Three the respondents were asked to identify any financial resources received for the development of Tech Prep programs. Question 1 of this section asked whether or not the respondents have received any financial resources (grants) to develop a Tech Prep program in their school. Table 5 shows that seven or 32 percent of the respondents answered that they had received grants for the development of a Tech Prep program. Fifteen or 68 percent of the respondents answered that they had not received any financial resources for the development of a Tech Prep program.

TABLE 5  
Financial Resources

School System	Number	Percent
Virginia Beach	1	4.5
Norfolk	5	23
Portsmouth	1	4.5
Chesapeake	0	0
No Response	15	68
<b>Total</b>	<b>22</b>	<b>100</b>

Question 2 sought to find out how much money had been received by each system for the development of Tech Prep programs. Of the six respondents to this question, two or 33 percent answered that they had received \$5000.00 in grants. One or 17 percent had received \$10,000.00 in grants, and three or 50 percent of the respondents stated that they were not aware of the money amount received for the development of a Tech Prep program. See Table 6.

TABLE 6

## Financial Resources Received for the Development of Tech Prep

Amount	Number	Percent
\$5000.00	2	33
\$10,000.00	1	17
Not Available	3	50
Total	6	100

The last question on the survey, Question 3, asked what the financial resources have been used to achieve. The answers, although varied, seemed to all state that most of the financial resources received up to this point have been used to write curriculum for the program, teacher training that included inservices and resources, and for teachers to attend Tech Prep conferences.

## SUMMARY

This chapter reported the results of the survey of twenty-two Tidewater, Virginia, Marketing Education department leaders. The information reported

will be analyzed in the following chapter. Conclusions and recommendations will also be made in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter reported the summary, conclusions and recommendations of this study as a result of the research data. The data received in Chapter IV will be analyzed to draw conclusions to the problem.

#### SUMMARY

The problem stated was to determine issues and concerns of implementing the Tech Prep concept into marketing education programs in Tidewater, Virginia, high schools. More specifically, the purpose was to:

1. Identify which high schools in Tidewater, Virginia, have Tech Prep marketing education programs.
2. Determine reasons why high schools in Tidewater, Virginia, have or have not developed Tech Prep programs.
3. Determine financial resources received by Tidewater, Virginia, schools to investigate the development of Tech Prep programs.

A survey instrument was designed and administered to twenty - two Marketing Education department leaders in Virginia Beach, Norfolk, Portsmouth, and Chesapeake City Schools. The surveys were completed and the results were tabulated. The data was then presented in table form with

percentages. Based on this data, conclusions and recommendations were made from those marketing education department leaders in Tidewater, Virginia, who have or have not implemented Tech Prep into their marketing education program.

## CONCLUSIONS

Based on the data collected, the following conclusions are made:

1. Identify which high schools in Tidewater, Virginia, have Tech Prep marketing education programs. The research has shown that of the four schools systems surveyed, Norfolk Public Schools is the only school system in Tidewater, Virginia, that has fully implemented Tech Prep in their Marketing Education Program. All five high schools in the City of Norfolk have implemented Tech Prep into their program within the last two school years. Virginia Beach is the only other school system that is implementing a Tech Prep program. They will be piloting a program in Green Run High School starting in the 1994 - 1995 school year.

2. Determine reasons why high schools in Tidewater, Virginia, have or have not developed Tech Prep programs. Research showed that the main reason for not implementing a Tech Prep program was lack of funds for curriculum development and teacher training. Norfolk City Schools main reason for implementing the Tech Prep program was to prepare students for

the work place and to have continuing employment in a marketing career.

3. Determine financial resources received by Tidewater, Virginia, schools to investigate the development of Tech Prep programs. Research showed that Norfolk City Schools have received more money for the implementation of Tech Prep than any other school system that was surveyed. Chesapeake and Portsmouth City Schools also reported receiving grants to help aid in the implementation of a Tech Prep program.

In addition, an analysis of the finding led to the following conclusions:

1. Virginia Beach City Schools, although piloting a program at Green Run High School starting in the 1994 - 1995 school year, has no other school involved in implementing Tech Prep into their Marketing Education program in the near future.

2. Chesapeake and Portsmouth City Schools are close to implementation of their own Tech Prep programs. Both are currently working on curriculums and teacher training.

3. Norfolk City Schools are the areas leaders in designing and implementing a Tech Prep program in their high schools.

## RECOMMENDATIONS

Based on the findings and conclusions of this study, the researcher suggests the following recommendations:

1. Virginia Beach City Schools needs to consider implementing a Tech Prep program city-wide in their Marketing Education program.
2. Virginia Beach, Chesapeake, and Portsmouth City Schools need to follow the example that Norfolk has set when implementing their own Tech Prep programs in their Marketing Education programs.

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**APPENDICES**

**Appendix A - Tech Prep Survey**

**Appendix B - Survey Cover Letter**

**APPENDIX A**

## APPENDIX A

**Tech Prep Survey**

**Purpose:** This survey is being undertaken to identify high schools in Tidewater, Virginia, which use the Tech Prep concept in their Marketing Education program. It seeks to determine why they have or have not developed a Tech Prep program and whether financial resources have been received to develop a Tech Prep program.

**Directions:** Pleased indicate your response by placing a check (✓) in the space provided.

1. Do you currently offer Tech Prep as a part of your Marketing Education Program?

\_\_\_\_\_ YES \_\_\_\_\_ NO

2. If yes, in what year did you start offering Tech Prep?

\_\_\_\_\_

3. If no, does your school plan on implementing Tech Prep into the Marketing Education program?

\_\_\_\_\_ YES \_\_\_\_\_ NO

4. If you do plan on implementing Tech Prep into your Marketing Education program in what year do you plan to start the program?

\_\_\_\_\_

**Directions:** Briefly tell me why or why not your school offers Tech Prep in its Marketing Education Program.

-----  
 -----  
 -----  
 -----  
 -----

Directions: Please indicate your response by placing a check (✓) in the space provided.

1. Have you received any financial resources (grants) to develop a Tech Prep program for your school?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

2. If you have received financial resources how much money have you/or your school received for the development of a Tech Prep program?

\_\_\_\_\_

3. What have you used financial resources to achieve?

-----  
-----  
-----  
-----

Thank you for your assistance.

**APPENDIX B**

## APPENDIX B

June 1, 1994  
1075 West 42nd St.  
Apt. D  
Norfolk, VA 23508

Donald Gresham  
Deep Creek High School  
2900 Margaret Booker Drive  
Chesapeake, VA 23323

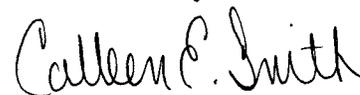
Dear Mr. Gresham:

I am a graduate student at Old Dominion University and am currently working on my research project. This project is a study to determine issues and concerns of implementing the Tech Prep concept into Marketing Education programs in Tidewater, Virginia, high schools.

Enclosed you will find a survey related to Tech Prep in your school. I would appreciate you taking your time to complete the survey and returning it in the enclosed envelope by June 17, 1994.

Thank you for your assistance in this research study.

Sincerely,



Colleen E. Smith