

P-TECH/ICIA Blueprint



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Benchmark 1: School Design

The P-TECH/ICIA program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning at no cost to participating students

Design Elements

District leaders (may include):

- a. Superintendent
- b. Assistant superintendent of curriculum and instruction, or equivalent position
- c. P-TECH/ICIA principal or director

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Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Mentor/induction program plans
- b. Annual training or professional development plan with P-TECH/ICIA and IHE faculty
- c. P-TECH/ICIA leadership meeting agendas and notes

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Benchmark 2: Target Population

The P-TECH/ICIA program shall serve, or include plans to scale up to serve, students in Grades 9 through 14, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All P-TECH/ICIA must implement and meet the following requirements:

1. The P-TECH/ICIA shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers to enrollment.
2. The P-TECH/ICIA shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American)
3. The P-TECH/ICIA shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews
4. Recruitment and enrollment processes

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Benchmark 3 Strategic Alliances

Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define variety of careers.

Design Elements

All P-TECH/ICIA

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Design Elements



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Benchmark 4: Curriculum, Instruction and Assessment

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Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Four-year crosswalk document
- b. Master Schedule
- c. Curriculum alignment documents
- d. Testing calendar and schedule for TSI, ASAT, or other assessments
- e. Documentation detailing a minimum of three course of study examples that

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Benchmark 5 Work-Based Learning

The P-TECH/ICIA program must offer students a variety of relevant, high skill work based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials.

Design Elements

All P-TECH/ICIA must implement and meet the following requirements:

1. The P-TECH/ICIA shall collaborate with the local workforce development board, local chamber of commerce, and local workforce industry representatives to define local workforce needs.

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Benchmark 6: Student Support

P-TECH/ICIA will provide wraparound strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences

Design Elements

All P-TECH/ICIA must implement and meet the following requirements:

1. The P-TECH/ICIA shall provide layered academic support to the students by personalizing the learning environment in the following ways:
 - a. Developing individualized, college and career focused student plans with specific graduation path for ongoing academic support
 - b. Providing academic support for intervention, remediation, and acceleration
 - c. Providing tutoring and/or Saturday school for identified students in need of academic supports
 - d. Providing students with application, financial aid counseling and college/career counseling
 - e. Providing advisory and/or college readiness and support time built into the program of study for all students
 - f. Providing bridge programs (an intensive academic preparatory program that provides opportunities to strengthen academic skills necessary for high school or college)

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Required Activities and Products

Activities

- a. All products shall be published on the school website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Bridge program calendar and curricula
- b. Tutoring and other intervention/remediation program schedules
- c. Calendar of family outreach events
- d. Schedule of regularly scheduled counseling/advisory events and records of completion for these support services

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Access OutcomeBased Measures



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Attainment Outcomes Based Measures

TEA is currently in a phase-in process for the new P-TECH/ICIA Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.

Data Indicators	Provisional	Designated	Designated with Excellence
Requirements	Must meet college level course and Work-Based Learning requirements	Must meet targets on at least four attainment data indicators	Must meet targets on at least five attainment data indicators
Grade-to-grade persistence by subgroup (weighted)	Not taken into account for designation	Retain 80% of students who remain in district grade-to-grade	Retain 90% of students who remain in district grade-to-grade
Completing one college level course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Earning postsecondary degree provided by an IHE by graduation	Not taken into account for designation	30% of students	50% of students
Earning a postsecondary credential provided by an IHE by graduation	Not taken into account for designation	30% of students	50% of students
Earning industry certification by high school graduation	Not taken into account for designation	30% of students	50% of students
Earning postsecondary degree or postsecondary credential provided by an IHE or industry certificate by high school graduation	Not taken into account for designation	80% of graduating cohort of students	100% of graduating cohort of students
Participating in a Work-Based Learning placement/course by graduation	35% of students (by the fourth year of implementation)	50% of students	85% of students

