



PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

Pathways in Technology Early College High School Roadmap to Designation

Overview of the Pathways in Technology Early College High School Roadmap to Designation

The Pathways in Technology Early College High School (P-TECH) Roadmap to Designation outlines a set of annual, high-level activities for P-TECHs in their provisional status that promote a successful P-TECH designation. Each of the activities aligns to the P-TECH Blueprint Design Elements, Outcome Based Measures (OBM) and Artifacts. The activities listed herein are not all inclusive, nor are all the Design Elements addressed. Districts, Institution of Higher Education (IHE) and Business/Industry (B/I) partners are expected to complete each of the activities with support from their TEA technical assistance provider.

The Roadmap to Designation details school systems and policies that support:

- Regularly convened leadership teams
- Adequate staffing
- Recruiting targeted populations and growing the P-TECH program
- Academic infrastructure effectiveness
- Strong partnership development and sustainability (IHE and B/I)
- Tri-Agency-aligned Work-Based Learning continuum of intentional activities and experiences
- P-TECH students meeting Access, Achievement, and Attainment OBMs
- Implementation of all P-TECH design elements with fidelity to the P-TECH Blueprint
- Ongoing continuous improvement to sustain P-TECH beyond designation
- Annual curation of P-TECH artifacts

P-TECH BLUEPRINT

Benchmark 1:
School Design

Benchmark 2:
Partnerships

Benchmark 3:
Target Population

Benchmark 4:
Academic Infrastructure

Benchmark 5:
Student Supports

Benchmark 6:
Work-based Learning

P-TECH Artifacts
P-TECH OBMs

P-TECH RESOURCES

[P-TECH Blueprint](#)
[CCRSM website](#)
[TEA CCRSM website](#)
[P-TECH Designation](#)
[P-TECH Learning Community](#)

Benchmark 1 Actions: School Design

LEADERSHIP TEAM SYSTEMS AND POLICIES

Leadership Teams Meet Regularly [DE 1.6]	Fall	Spring	Summer
<input type="checkbox"/> Develop/Publish dates for regularly scheduled <i>internal campus/district leadership team meetings</i>	Yes		
<input type="checkbox"/> Develop/Publish dates for regularly scheduled <i>full leadership team meetings: campus, district, CTE, and other partners</i>	Yes		
<input type="checkbox"/> Develop/publish dates for at least bi-annual advisory board meetings	Yes	Yes	Yes

OBTs

- All Access OBTs
- All Attainment OBTs
- All Achievement OBTs

Artifacts

- 1.8 P-TECH leader/liaison meeting agendas and relevant materials
- 1.6 P-TECH/IHE leadership meeting agendas
- 1.11 Advisory Board: Meeting agendas and minutes with action items and decision logs

Leadership Team Strategic Priorities [DE 1.6]	Fall	Spring	Summer
<input type="checkbox"/> Consider generating a mid-year P-TECH report for the full leadership team to guide mid-course corrections . Consider multiple data streams for continuous improvement: each cohort's overall success on TSIA, 1st semester course completion (HS/college), earning of IBCs, Level I/II certificates; teacher and leadership retention, Access OBTs, Attainment OBTs, Achievement OBTs, and WBL participation etc. [DE 1.6.d]		Yes	
<input type="checkbox"/> Create annual P-TECH report to share with school board, IHE board, and B/I partner(s) to include TEA OBTs Report [DE 1.6.c]			Yes
<input type="checkbox"/> Use multiple data streams (grades, attendance, student/teacher surveys, OBTs, EOCs, IHE and B/I input, WBL feedback, staff externships, adding new cohorts, additional programs of study, etc.) to develop advisory board annual and long-term strategic priorities with milestones and checkpoints to gauge success towards meeting OBTs and all P-TECH design elements [DE 1.6 and DE 1.11]	Yes		Yes
<input type="checkbox"/> Review mid-year and end-of-year cohort milestones on all OBT data indicators to support each cohort's progress towards meeting OBTs. Make programmatic adjustments based on data analysis of strengths and opportunities [DE 4.8.b, and DE 1.11]		Yes	Yes
<input type="checkbox"/> Gather stakeholder input on curriculum mapping, resource acquisition, and WBL alignment to successful academic and career pipeline [DE 1.11]	Yes	Yes	Yes
<input type="checkbox"/> Ensure opportunities for feedback from IHE and B/I partners [DE 4.8.c and DE 4.9.c]	Yes	Yes	Yes

OBM

- All Access OBMs
- All Attainment OBMs
- All Achievement OBMs

Artifacts

- 1.6 School board and board of regents' presentations
- 1.6 Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the P-TECH partnership

Leadership Team Key Roles [DE 1.7]	Fall	Spring	Summer
<input type="checkbox"/> Ensure the leadership team members and advisory board members are knowledgeable of the P-TECH Blueprint, strategic priorities, and team members' roles [DE 1.7 and DE 1.11]	Yes	Yes	Yes
<input type="checkbox"/> Review team members' roles to ensure continuous alignment with strategic priorities and that members have decision-making authority to execute change [DE 1.6.a and DE 1.11]	Yes		

Artifacts

- 1.7 Description of each member and role in committee
- 1.11 Advisory Board: A list of strategic partners with each member's organization, title, and role in providing work-based learning for students by grade level

Benchmark 1 Actions: School Design, Continued

SUSTAINABILITY SYSTEMS AND POLICIES

No Cost to Students [DE 1.1]	Fall	Spring	Summer
<input type="checkbox"/> Develop budget/costs for next school year: tuition, fees, books, transportation, summer bridge, college experiences, FTEs, technology, facilities, PD, recruitment materials, WBL experiences, etc. and identify funding sources [DE 1.1]	Yes		
<input type="checkbox"/> Request FTE allocations and budget for the next school year based on addition of a new cohort, resource acquisition, and/or additional programs of study [DE 1.1 and 1.10]		Yes	

Artifact

- 1.8 P-TECH leader/liaison meeting agendas and relevant material
- 1.11 Advisory Board: Meeting agendas and minutes, with action items and decision logs

Sustainability Structures [DE 1.10]	Fall	Spring	Summer
<input type="checkbox"/> Consider implementing an annual needs assessment . Seek input from student; parents; community; teachers; and district, IHE and B/I partners [DE 1.6, DE 1.10, and DE 1.11]	Yes		Yes
<input type="checkbox"/> Complete annual P-TECH designation application through the TEA Program Application Cycle	Yes		
<input type="checkbox"/> Research grant opportunities to secure additional funding streams [DE 1.10]	Yes	Yes	
<input type="checkbox"/> Annually review funding with leadership team and advisory board to ensure scalability and sustainability [DE 1.10 and DE 1.11]	Yes		

Artifact

- 1.8 P-TECH leader/liaison meeting agendas and relevant material
- 1.11 Advisory Board: Meeting agendas and minutes, with action items and decision logs

Benchmark 1 Actions: School Design, Continued

P-TECH STAFF PROFESSIONAL DEVELOPMENT SYSTEMS AND POLICIES

Professional Development Opportunities [DE 1.9.b and DE 1.9.c]	Fall	Spring	Summer
<input type="checkbox"/> Allocate time and substitutes for HS teachers/advisors to collaborate with IHE faculty/advisors and participate in joint training(s) [DE 1.9.b and DE 1.9.d]	Yes	Yes	Yes
<input type="checkbox"/> Participate in ESC and local IHE dual credit conferences [DE 1.9.b and DE 1.9.d]	Yes	Yes	Yes
<input type="checkbox"/> If applicable, consider partnering with IHE to create a facilitator handbook for paraprofessionals and teachers who serve as facilitators/proctors for online dual credit courses [DE 1.9.b and DE 1.9.d]			Yes
<input type="checkbox"/> Allocate funding and time for staff and leadership to attend CCRSM convenings and summer Leadership Institute, and new leaders convening [DE 1.9.d]	Yes	Yes	Yes
<input type="checkbox"/> Allocate funding and time for staff and leadership to participate in externships aligned to programs of study with B/I partners [DE 1.9.c]			Yes

OBTs

- All Access OBTs
- All Attainment OBTs
- All Achievement OBTs

Artifacts

- 1.6 P-TECH/IHE leadership meeting agendas
- 1.8 P-TECH leader/liaison meeting agendas and relevant material
- 1.9 annual training or professional development (PD) plan with P-TECH and IHE faculty
- 5.6 Professional learning community agendas

Implement Annual PD Plan [DE 1.9]	Fall	Spring	Summer
<input type="checkbox"/> Use needs assessment of student/teacher data to inform professional development for increased rigor, college/career readiness, teacher retention, externships, and alignment of WBL to academic course content [DE 1.9]	Yes	Yes	Yes
<input type="checkbox"/> Provide staff annual training regarding college course requirements and layered wrap-around support structures to ensure P-TECH courses are rigorous and promote college and career readiness [DE 1.9.d]	Yes	Yes	Yes
<input type="checkbox"/> Implement a P-TECH mentor/induction program beyond the district's new teacher/administrator training in order to onboard staff to P-TECH design elements, OBTs, student supports, expected teacher participation in externships, understanding CTE completers, and the importance of differentiated WBL aligned to academic and technical skill acquisition [DE 1.9.a]	Yes	Yes	Yes

Implement Annual PD Plan [DE 1.9]	Fall	Spring	Summer
<input type="checkbox"/> Partner with IHE, businesses, ESCs, Texas Workforce Solutions, non-profits, chambers, etc. to implement externship opportunities aligned to programs of study for all staff [DE 1.9.c]			Yes
<input type="checkbox"/> Provide opportunities for teachers to back map knowledge from externships into high school core and elective curriculum [DE 1.9.c]			Yes

OBTs

- All Access OBTs
- All Attainment OBTs
- All Achievement OBTs

Artifacts

- 5.6 Professional learning community agendas
- 1.9 Mentor/induction program plans
- 6.3 Samples of student artifacts such as writings, portfolios, presentations, and links to digital content

Benchmark 1 Actions: School Design, Continued

STAFF AND SCHOOL STRUCTURES SYSTEMS AND POLICIES

P-TECH Staff [DE 1.8]	Fall	Spring	Summer
<input type="checkbox"/> Work with HR, IHE partner(s), B/I partners to recruit/retain leader, IHE liaison, P-TECH teachers, and counseling/advising staff to annually meet the increased demand for an additional cohort, and the cohorting of students in core, elective, and dual credit courses [DE 1.3 and DE 1.8]	Yes	Yes	Yes
<input type="checkbox"/> : Ensure the P-TECH has highly qualified teachers by schedule regular meetings with IHE and B/I partners to address: <ul style="list-style-type: none"> • HS teachers' dual credit credentialing • Who will teach college courses (DC or college faculty) [DE 1.8.c] • WBL opportunities [BM 6] 	Yes	Yes	Yes
<input type="checkbox"/> Calendar time for counseling/advising staff to register students for each semester of college courses and WBL experiences; and to mentor students on monitoring high school and college transcripts, earning career credentials, and navigating career entry [DE 1.8.d]	Yes	Yes	
<input type="checkbox"/> Recruit and retain a B/I partner liaison for each program of study that regularly interacts with the P-TECH leader and dual credit provider for alignment of WBL to course content and current industry best practices/norms [DE 1.8.e]	Yes	Yes	Yes

OBTs

- All Achievement OBTs
- All Attainment OBTs

Artifact

- 1.8 P-TECH leader/liaison meeting agendas and relevant material
- 5.2 Advising: Documentation of regularly scheduling advising event and records of completion for these support services

Flexible Scheduling [DE 1.4]	Fall	Spring	Summer
<input type="checkbox"/> Review HS course offerings and IHE schedule to create a flexible high school master schedule that supports students earning IBC, IHE certificates (Level I/II), associate degree and participating in WBL at every grade level: <ul style="list-style-type: none"> • College courses only offered at certain times • Differences in high school schedule and college schedule • Transportation times (college and WBL), if applicable • Contact hours for WECM courses • Dates when high school is in session, but college is not in session • High school staff to support students traveling to college campus, if applicable • Breakfast and lunch plans for students traveling to college campus or WBL, if applicable 	Yes	Yes	Yes

Flexible Scheduling [DE 1.4]	Fall	Spring	Summer
<ul style="list-style-type: none"> Cohorting of students in core, academic, and college support classes [DE 1.3] Grade-level appropriate WBL (off-site and on-campus), during the school day, before/after school, and times when school is not in session 			

Artifact

- 1.8 P-TECH leader/liaison meeting agendas and relevant material

Location [DE 1.2]	Fall	Spring	Summer
<input type="checkbox"/> Review interior and exterior branding to ensure P-TECH promotes college-going culture and represents P-TECH partnership with the IHE and B/I(s)	Yes	Yes	Yes
<input type="checkbox"/> If location is a CTE center, consider meeting regularly with B/I, IHE, and home campus leadership teams to support P-TECH culture, college and career navigation activities and academic persistence			Yes

Benchmark 2 Actions: Partnerships

MOU/ILA PARTNERSHIP SYSTEMS AND POLICIES

MOU/ILA Partnership	Fall	Spring	Summer
<input type="checkbox"/> The IHE/P-TECH leadership team meets at least once a year to annually review MOU/ILA for necessary revisions to meet all P-TECH Blueprint design elements in BM 2, changes in legislation, TEA, Texas Higher Education Coordinating Board, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to continuously improve programmatic supports and services for students aligned to the Texas Statewide dual credit goals [BM 2]	Yes		
<input type="checkbox"/> Annually review MOU/ILA to ensure alignment of P-TECH with Texas statewide dual credit goals [DE 2.1]	Yes		
<input type="checkbox"/> : Roles and responsibilities in MOU/ILA are annually reviewed based on P-TECH data strengths and opportunities [DE 2.2] <ul style="list-style-type: none"> IHE/P-TECH staff are knowledgeable of the P-TECH Blueprint and goals of the IHE/P-TECH partnership 	Yes		
<input type="checkbox"/> Cost sharing is delineated in the MOU/ILA with appropriate partnership funding allocated to sustain the P-TECH [DE 2.3] <ul style="list-style-type: none"> Tuition and fees [DE 2.3.a] Instructional materials and supplies [DE 2.3.b and DE 2.8.b] Transportation [DE 2.3.c and DE 2.10.b] Student waivers for tuition and fees [DE 2.3.d] 	Yes		
<input type="checkbox"/> Transportation policies and respective roles of IHE, P-TECH, and students are clearly communicated to students and parents and included in the MOU/ILA [DE 2.10] <ul style="list-style-type: none"> P-TECH policies address student drivers 	Yes		
<input type="checkbox"/> MOU/ILA includes provisions for data sharing [DE 2.14] <ul style="list-style-type: none"> Dual credit teacher qualifications [DE 2.14.a] Student level data [DE 2.14.b] Expanding P-TECH access to IHE student data [DE 2.14.c] 	Yes		
<input type="checkbox"/> The joint leadership team sets annual cohort student Attainment OBM and Achievement OBM goals and reviews student outcome metrics at least once a semester to expand strengths, close gaps, and revise support systems as needed [DE 2.14.b] <ul style="list-style-type: none"> IHE and P-TECH GPA Semester credit hours taken and earned Course enrollment/drops TSIA scores Midterm grades Attendance for high school accountability 	Yes	Yes	Yes

MOU/ILA Partnership	Fall	Spring	Summer
<input type="checkbox"/> The joint leadership team meets at least bi-annually to conduct a program data analysis to analyze student success (strength and opportunities) as outlined in the MOU/ILA [DE 2.15] <ul style="list-style-type: none"> DC students transitioning to and accelerating through postsecondary education [DE 2.15.a] DC course quality and rigor ensure student success in subsequent courses [DE 2.15.b] 	Yes	Yes	
<input type="checkbox"/> The joint leadership team sets annual goals for percentage of students transitioning and accelerating through dual credit courses and makes programmatic adjustments to address gaps in student attainment and achievement [DE 2.15]	Yes		

OBTs

- **Attainment OBTs**
 - Earn 9 College Credits: 40% of students by the end of 10th grade
 - Earn at least 3 College Credits in ELA or Mathematics: 60% of students by the end of 11th grade
 - Earn 15 college credits: 65% of students
 - Earn an Associate degree: 50% by graduation
- **Achievement OBTs**
 - TSIA MATH: 60% achieve passing rate by 11th grade
 - TSIA ELAR: 70% of student achieve passing rate by 11th grade

Artifact

2.1 Final, signed, and executed MOU/ILA or similar agreement: MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals

Benchmark 2 Actions: School Design, Continued

MOU/ILA ACADEMIC INFRASTRUCTURE SYSTEMS AND POLICIES

Academic Plan	Fall	Spring	Summer
<input type="checkbox"/> The MOU/ILA includes the academic plan components outlined below and is annually revised to address changes to: <ul style="list-style-type: none"> • Courses of study [DE 2.4.a] • Crosswalk(s) [DE 2.4.b] • Transferability and applicability of college credits earned [DE 2.4.c] 	Yes		
<input type="checkbox"/> Regularly scheduled joint advising sessions support students and parents in understanding the difference between transferability and applicability of college credits earned as well as the crosswalk alignment to high school graduation requirements and college degree completion [DE 2.4, DE 2.13.b, and DE 5.2]	Yes	Yes	Yes
<input type="checkbox"/> MOU/ILA is annually reviewed and revised to address changes to: <ul style="list-style-type: none"> • Grading periods, policies (such as academic probation) and transcription of college credit in the same semester earned [DE 2.5] • Instructional calendar to include dual credit opportunities in fall, spring, and summer; with location of college courses and the course delivery format[DE 2.6] • <i>The staffing plan, including:</i> Teacher qualifications, instructor availability, and course offerings [DE 2.7.a] • Opportunities for joint IHE/ P-TECH PD for faculty and advisors [DE 2.7.b] • Policies regarding to instructional materials and textbooks, such as the duration of use, adoption cycles, costs and fees [DE 2.8] 	Yes		
<input type="checkbox"/> The joint leadership team meets at least bi-annually to address the addition of cohorts impact to systems for course delivery such as: scheduling, staffing, and instructional materials/textbooks [DE 2.6, DE 2.7, and DE 2.8]	Yes	Yes	
<input type="checkbox"/> The joint leadership team works to identify Open Education Resource (OER) materials to support lowered cost to the P-TECH [DE 2.8]	Yes	Yes	

OBTs

- All Attainment OBTs

Artifacts

- 2.1 Final, signed, and executed MOU/ILA or similar agreement: MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
- 5.2 Documentation of regularly scheduled advising events and records of completion for these support services

Academic Collaboration	Fall	Spring	Summer
<input type="checkbox"/> The MOU/ILA is annually reviewed to address the required components of: access to higher education resources [DE 2.9], collaborative outreach efforts [DE 2.11], student participation [DE 2.12], and academic supports [DE 2.13]	Yes		
<input type="checkbox"/> The P-TECH and IHE partner to provide for multiple, bi-annual opportunities for students to access the IHE facilities, services, and resources [DE 2.9.a]	Yes	Yes	Yes
<input type="checkbox"/> The P-TECH and IHE partner for joint presentations to parents and students regarding disability services, with regular counseling/advising for students who qualify for services [DE 2.9.b]	Yes	Yes	Yes
<input type="checkbox"/> The P-TECH and IHE employs a collaborative outreach effort and regularly partners for recruiting, bridge programs, culture building, community service, and general informational opportunities with students and parents [DE 2.11]	Yes	Yes	Yes
<input type="checkbox"/> The student participation expectations are clearly and regularly communicated to parents and students. Consider developing a P-TECH handbook to outline student participation expectations. As each cohort is added, the leadership team meets regularly to finalize the following: [DE 2.12] <ul style="list-style-type: none"> • Policies on minimum class size • Prerequisites for classes • Attendance policies (IHE and P-TECH) • Code of conduct policies (IHE and P-TECH) • Statewide assessment of academic skills administration date conflicts with college calendar • Provisions for discontinuing P-TECH 	Yes	Yes	
<input type="checkbox"/> Programmatic structures are in place to ensure regular joint intervention and advising opportunities for students [DE 2.13] <ul style="list-style-type: none"> • Bridge programs • Academic and college readiness advising • Transferability and applicability of college credits earned • Student intervention plans 	Yes	Yes	Yes
<input type="checkbox"/> : The joint P-TECH/IHE leadership team regularly reviews student data to revise joint student academic support systems and policies to meet P-TECH goals [DE 2.13]	Yes	Yes	

OBTs

- **Access OBT**
 - Students with Disabilities
- All Achievement OBTs
- All Attainment OBTs

Artifact

- 25.1 Bridge program curriculum and schedule

AGREEMENT WITH BUSINESS/INDUSTRY PARTNER

Business/Industry (B/I) Agreement [DE 2.16 – DE 2.23]	Fall	Spring	Summer
<input type="checkbox"/> Annually review the existing agreement to ensure that all P-TECH Design Elements are addressed [DE 2.16 – DE 2.23]			Yes
<input type="checkbox"/> Jointly define roles and responsibilities that support differentiated WBL, career mentoring, professional and technical skills attainment, and support for CTSOs [DE 2.16, DE 2.19, and BM 6]			Yes
<input type="checkbox"/> Meet at least quarterly to refine the current Work-Based Learning (WBL) Plan and to develop the following year's differentiated WBL activities [DE 2.17, DE 2.18, and BM 6]	Yes	Yes	Yes
<input type="checkbox"/> Agreement articulates student access to B/I facilities, services & resources [DE 2.20]	Yes	Yes	Yes
<input type="checkbox"/> Agreement addresses transportation costs, fees, and provider [DE 2.21]	Yes	Yes	Yes
<input type="checkbox"/> Ensure that at least one B/I partner (for each program of study) will provide priority interviewing of students who qualify for open positions [DE 2.22] <ul style="list-style-type: none"> Expansion: As each cohort is added, the P-TECH may need to find additional Priority Interviewing Partners to accommodate for the increased enrollment in P-TECH 	Yes	Yes	Yes
<input type="checkbox"/> Program monitoring components are annually reviewed to assess the ongoing, joint value of the partnership (to B/I and to P-TECH) and to ensure alignment and rigor of the WBL experiences to industry requirements [DE 2.23]			Yes

OBTs

- **Achievement OBT**
 - CTE Program Status: 75% of students graduate as a CTE concentrator or completer
- **Attainment OBTs**
 - Earn an Industry Based Certification (IBC): 50% of students earn an IBC by graduation
 - Persistence: 75% of students enrolled in the P-TECH program through graduation

Artifact

- 2.11 Final, signed, and executed agreement with business/industry partners(s)
 - The agreement must be reviewed annually with the goal of improving programmatic supports and services for students

Program Monitoring Components [DE 2.23]	Fall	Spring	Summer
<input type="checkbox"/> Allocate district staff and P-TECH staff time to develop, expand, and retain multiple B/I partnerships for each program of study to support WBL differentiated experiences for each grade level <ul style="list-style-type: none"> Attend meetings with local chambers and other civic organizations and engage with non-profits to promote awareness of your P-TECH 	Yes	Yes	Yes
<input type="checkbox"/> Consider implementing an annual needs assessment facilitated by the P-TECH partnership coordinator to ensure: <ul style="list-style-type: none"> Partnership goals are being met Equity for all students in accessing and participating in WBL Rigor of WBL experiences meets industry expectations and student needs WBL continuum of experiences is evident across grade levels (career exploration, career preparation, and career training) Public recognition of the partnership promotes both the ISD and B/I partnership 		Yes	
<input type="checkbox"/> Partnership evaluation data is analyzed and recommended changes are shared with the partnership and appropriate audiences to improve the effectiveness of the partnership and close the gap between intended and actual outcomes		Yes	Yes
<input type="checkbox"/> If partnership ends, engage in a brief discussion to determine partnership satisfaction, effectiveness, and B/I feedback for developing new partnerships	Yes	Yes	Yes

Artifact

- 2.11 Final, signed, and executed agreement with business/industry partners(s)
 - The agreement must be reviewed annually with the goal of improving programmatic supports and services for students

Sustaining the B/I Partnership(s)	Fall	Spring	Summer
<input type="checkbox"/> Jointly develop measurable partnership goals that align with the district education goals and B/I goals [DE 2.17]	Yes	Yes	Yes
<input type="checkbox"/> Consider developing a partnership budget that identifies funding sources and resource allocation for WBL activities	Yes	Yes	Yes
<input type="checkbox"/> Meet on a regular basis to ensure implementation of this year's WBL experiences and to plan for the next year's WBL experiences [DE 2.17 and 2.18]	Yes	Yes	Yes
<input type="checkbox"/> Explore multiple B/I partnerships that may not be willing to commit to all levels of WBL, but who can provide varied WBL experiences [DE 2.16]	Yes	Yes	Yes
<input type="checkbox"/> Ensure promotional materials promote B/I partnerships	Yes	Yes	Yes
<input type="checkbox"/> P-TECH staff meet with B/I team members to promote collaboration with staff involved in partnership activities [DE 2.16]	Yes	Yes	Yes

Sustaining the B/I Partnership(s)	Fall	Spring	Summer
<input type="checkbox"/> Establish a formal, written communication and management structure with designated contact people for each partner [DE 2.16]	Yes	Yes	Yes

Artifacts

- 1.6 P-TECH/IHE leadership meeting agendas
- 1.11 Advisory Board: Meeting agendas and minutes, with action items and decision logs

Benchmark 3 Actions: Target Population

RECRUITMENT AND ENROLLMENT SYSTEMS & POLICIES

Application [DE 3.1]	Fall	Spring	Summer
<input type="checkbox"/> Application is easily accessible to all students and families	Yes	Yes	
<input type="checkbox"/> If application is a Google Form, a pdf of the entire application is available for families to review	Yes	Yes	
<input type="checkbox"/> Application does not consider grades, discipline, attendance history, STAAR results, essays, or teacher recommendation	Yes	Yes	
<input type="checkbox"/> Application is available in the majority of languages spoken in the district	Yes	Yes	
<input type="checkbox"/> Application is reviewed annually to ensure barriers do not exist for targeted populations, and that the published languages mirror district demographics	Yes	Yes	
<input type="checkbox"/> Application includes important future dates such as signing dates and summer bridge dates	Yes	Yes	

OBM's

- **Access OBM's**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically Disadvantaged Students: No more than 10% points under district (grades 9 – 12)

Artifact

- 3.2 Written admission policy, and enrollment application

Recruitment and Enrollment Policies [DE 3.1 and DE 3.2]	Fall	Spring	Summer
<input type="checkbox"/> Recruitment materials are widely distributed to feeder middle schools in the relevant district languages [DE 3.1]	Yes	Yes	
<input type="checkbox"/> P-TECH considers deadlines around current high school recruitment practices when developing P-TECH recruitment strategies, such as parent, student, and community information days, nights, and/or showcases [DE 3.1]	Yes	Yes	
<input type="checkbox"/> Recruitment activities are coordinated with feeder middle school administrators, counselors, and teachers [DE 3.1]	Yes	Yes	
<input type="checkbox"/> P-TECH engages IHE partner in recruiting activities [DE 3.1]	Yes	Yes	
<input type="checkbox"/> If initial recruitment activities do not result in desired P-TECH enrollment numbers, P-TECH works with feeder middle schools for lists of targeted populations to invite to additional recruitment experiences [DE 3.1]	Yes	Yes	

Recruitment and Enrollment Policies [DE 3.1 and DE 3.2]	Fall	Spring	Summer
<input type="checkbox"/> The leadership team annually analyzes Access OBM data, recruitment and enrollment policies and practices to ensure P-TECH meets Access OBM data indicators and documents enrollment procedures [DE 3.1 and DE 3.2]	Yes	Yes	Yes
<input type="checkbox"/> The P-TECH ensures 9th grade cohort, and subsequent cohorts are identified in PEIMS by the October snapshot and each subsequent PEIMS submission	Yes	Yes	Yes

OBMs

- **Access OBMs**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically Disadvantaged Students: No more than 10% points under district (grades 9 – 12)

Artifacts

- 3.2 Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community
- 3.3 Brochures and marketing in Spanish, English, and/or other relevant language(s)
- 3.3 Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.

Lottery System [DE 3.4]	Fall	Spring	Summer
<input type="checkbox"/> District policies for performance-blind, open-access lottery are standardized across campuses and meet federal and state non-discrimination laws	Yes		
<input type="checkbox"/> Lottery procedures are documented in district policy	Yes		
<input type="checkbox"/> Leadership team annually reviews weighted lottery protocols (if applicable) to support P-TECH meeting Access OBM data indicators			Yes

OBM

- **Access OBMs**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically Disadvantaged Students: No more than 10% points under district (grades 9 – 12)

Artifact

- 3.4 Written lottery procedures (district-level or campus-level)

Stakeholder Engagement [DE 3.3]	Fall	Spring	Summer
<input type="checkbox"/> P-TECH informs new middle school counselors, administrators, and teachers of the opportunities available to P-TECH students	Yes	Yes	
<input type="checkbox"/> Acceptance letters and signing ceremonies are part of the P-TECH culture	Yes	Yes	
<input type="checkbox"/> IHE partner participates in recruitment activities [DE 3.1] and signing ceremonies	Yes	Yes	

Stakeholder Engagement [DE 3.3]	Fall	Spring	Summer
<input type="checkbox"/> Recruitment activities and parent student information nights are shared across social media platforms	Yes	Yes	
<input type="checkbox"/> Stakeholder input informs refinement of recruitment and enrollment processes that support open-access and meeting Access OBM	Yes		

OBMs

- **Access OBMs**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically Disadvantaged Students: No more than 10% points under district (grades 9 – 12)

Artifacts

- 3.2 Written admission policy, and enrollment application
- 3.3 Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)

Benchmark 4 Actions: Academic Infrastructure

ACADEMIC INFRASTRUCTURE SYSTEMS AND POLICIES

Application [DE 4.1]	Fall	Spring	Summer
<input type="checkbox"/> Leadership team meets at least once annually to review labor market information (LMI) with IHE, B/I partners, and local chamber to ensure the P-TECH postsecondary opportunities address regional needs and high-wage, high-demand, high-skills career fields for students [DE 4.1]			Yes
<input type="checkbox"/> Crosswalks are reviewed annually to ensure crosswalk alignment between high school, IBC, Level I/II certificates, and college degree plans; changes from TEA, THECB, SACSCOC, and IHE; and the ability of students to earn IBC and college credits to meet Attainment/Achievement OBM data indicators [DE 4.2 and DE 4.3] <ul style="list-style-type: none"> • CTE: Crosswalks map to current TEA CTE programs of study • CTE: Crosswalks support students graduating from high school as CTE concentrators or completers 	Yes	Yes	Yes
<input type="checkbox"/> Crosswalks enable students to earn postsecondary opportunities , such as a Level I/II certificate, an IBC, or an associate degree [DE 4.2] <ul style="list-style-type: none"> • Career pathways are annually reviewed to meet regional need and industry requisites • Sequencing of college courses ensures applicability of WECM courses stacking into degree plans • IBC offerings are annotated on crosswalk with applicable courses and are annually reviewed to meet TEA and industry requirements • WBL experiences align to course offerings, IBC, and are grade level specific/appropriate • Master schedules provide time for students to complete the contact hours for WECM courses and WBL experiences and/or practicums/internships 	Yes	Yes	Yes
<input type="checkbox"/> Schedule regular student persistence data reviews of course offerings to determine additional college credit offerings such as: AP, IB, OnRamps, and CLEP [DE 4.4] <ul style="list-style-type: none"> • Include course offerings in P-TECH Handbook if applicable 	Yes	Yes	
<input type="checkbox"/> : Plan at least one semester ahead for the next semester's college course offerings : sections, staffing, transportation, books, supplies, facilities, modality (virtual, distance/online/blended), IBC prep/test, and WBL aligned experiences, etc. [DE 4.5]	Yes	Yes	Yes
<input type="checkbox"/> The P-TECH, IHE, and B/I partners continually collaborate to develop a well-communicated plan to students, parents, and staff regarding the delivery of courses , including [DE 4.5]: <ul style="list-style-type: none"> • Where each college course will be taught (P-TECH or IHE) • Who will teach the college course (IHE faculty or DC faculty) • How the course will be delivered (face-to-face, online, hybrid) 	Yes	Yes	Yes

Application [DE 4.1]	Fall	Spring	Summer
<ul style="list-style-type: none"> • How the B/I partner WBL experiences will support acquisition of workforce knowledge and norms aligned to the academic course load 			

OBTs

- All Attainment OBTs

Artifacts

- 4.1 Documentation detailing examples that make the connection between regional need and student pathways
- 4.1 Current date regional high-demand occupation list
- 4.3 Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree
- 4.3 Master schedules

Benchmark 4 Actions: Academic Infrastructure, Continued

ACADEMIC PERSISTENCE SYSTEMS AND POLICIES

College Readiness – TSIA [DE 4.7]	Fall	Spring	Summer
<input type="checkbox"/> P-TECH is a TSIA test site [DE 1.5]	Yes		
<input type="checkbox"/> TSIA test dates , times, and location are annually published to provide students multiple TSIA testing opportunities throughout each school year [DE 4.7.a]	Yes		
<input type="checkbox"/> P-TECH budget supports assessment fee waivers for all administrations of the TSIA test [DE 4.7.b]	Yes	Yes	
<input type="checkbox"/> Counselors review alternative TSIA opportunities (TAC 4.54) and provide information to IHE regarding students who qualify for alternative TSIA opportunities [DE 4.7.e]	Yes	Yes	Yes
<input type="checkbox"/> P-TECH has a written plan for TSIA success (prep/test) for all students at all grade levels [DE 4.7.c] <ul style="list-style-type: none"> P-TECH allocates master schedule time and staff to support students in TSIA preparation and testing during each semester 	Yes	Yes	
<input type="checkbox"/> For students who do not meet TSIA requirements in crosswalk, the P-TECH develops individualized TSIA accelerated instruction plans for students to complete within the school day [DE 4.7.c and DE 4.7.d] <ul style="list-style-type: none"> Consider student and parent commitment letters for the TSIA intervention and re-test plans Campus offers TSIA preparation and acceleration opportunities such as a TSIA boot camp if student does not meet TSIA requirements within the year that student first tests and does not pass 	Yes	Yes	
<input type="checkbox"/> Leadership team bi-annually analyzes TSIA data by cohort to determine if resources and interventions are successful for the majority of students [DE 4.8] <ul style="list-style-type: none"> Campus uses tools such as a student TSIA survey to assess how TSIA activities/ interventions meet or do not meet student needs 			Yes
<input type="checkbox"/> TSIA content is back mapped into all core and elective courses, with all teachers trained in TSIA preparation and assessment			Yes
<input type="checkbox"/> P-TECH partners with IHE and ESC to develop TSIA professional development for teachers and support curriculum for students			Yes
<input type="checkbox"/> TSIA preparation and testing is included in summer bridge program, especially if students need to be TSIA met as freshmen [DE 5.1] <ul style="list-style-type: none"> Consider TSIA prep/test of 8th graders after STAAR assessments Bridge includes team building, soft skills, and activities to support transition from middle school to high school as well as academic acceleration [DE 5.1] 			

- **Achievement OBM**
 - *College Readiness in Mathematics and ELA/Reading: 40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation*

Artifacts

- 4.7 Calendar of TSIA scheduled test administration dates, sign-up process, and intervention expectations
- 4.7 Aggregate reports of TSIA exam performance
- 4.7 Testing calendar and schedule for SAT, ACT, or other college readiness assessments
- 5.1 Bridge program curriculum and schedule

SAT/ACT	Fall	Spring	Summer
<input type="checkbox"/> P-TECH back maps SAT/ACT into core content			Yes
<input type="checkbox"/> P-TECH provides within the school day and outside of the school day SAT/ACT preparation	Yes	Yes	Yes
<input type="checkbox"/> P-TECH annually monitors SAT/ACT results to inform programmatic successes and opportunities			Yes

Artifact

- 4.7 Testing calendar and schedule for SAT, ACT, or other college readiness assessments

Student Persistence	Fall	Spring	Summer
<input type="checkbox"/> Work with IHE for access to an early alert system [DE 4.8 and DE 4.9]	Yes	Yes	Yes
<input type="checkbox"/> Academic support/acceleration plans are developed, implemented, and regularly monitored for students off track to earn high school credits, college credits, and meet TSIA / EOC standards to ensure student academic performance in high school [DE 4.6, DE 4.9, DE 5.3]	Yes	Yes	Yes
<input type="checkbox"/> Implement a data tracking system and biannual review data to identify student strengths and weaknesses in order to inform retention and persistence support plans [DE 4.8.a]	Yes	Yes	
<input type="checkbox"/> P-TECH monitors/supports students graduating early or on time to ensure meeting/exceeding the state-wide graduation rate [DE 4.9]	Yes	Yes	
<input type="checkbox"/> Counselors/advisors regularly engage in activities with students and parents to support student pathways into in high-wage, high-skill, high-demand careers and/or direct-to-college student enrollment, i.e. [DE 4.10] <ul style="list-style-type: none"> • How to find a best-fit-4-yearr IHE • How to complete a degree plan • Setting long-term college, career, life goals • Scholarship searches and essay writing for scholarships • Navigating financial aid opportunities • Career search support (local, state, national, and international) and creating a career-focused online footprint/resume 	Yes	Yes	

Student Persistence	Fall	Spring	Summer
<ul style="list-style-type: none"> Collaborating with B/I partners to provide students hired with B/I after high school graduation 			
<input type="checkbox"/> Leadership team tracks college enrollment data and collects alumni feedback data regarding transition from high school to workforce aligned to student's program of study and/or 2 or 4 year college [DE 4.10]	Yes		

OBTs

- **Achievement OBTs**
 - Algebra I EOC: 50% of students "Meets Grade Level Performance" by end of 9th grade
 - English II EOC: 60% of students "Meets Grade Level Performance" by end of 11th grade
- **Attainment OBT**
 - Persistence: 75% of students enrolled remain in the P-TECH program through graduation
- **Achievement OBT**
 - High School Graduation Rate: Within 5% of statewide 4-year graduation rate

Benchmark 5 Actions: Student Supports

WRAP-AROUND STRATEGIES AND SERVICES SYSTEMS & POLICIES

	Fall	Spring	Summer
<input type="checkbox"/> Input from students, parents, teachers and leadership team informs system changes to ensure bridge program supports [DE 5.1]: <ul style="list-style-type: none"> • Student transition from middle school to P-TECH • Academic skills for high school, college, and career readiness • TSIA (if applicable - based on degree plan) • Tri-Agency WBL Continuum activities 	Yes	Yes	Yes
<input type="checkbox"/> Bridge programs are offered throughout the school year, to support student retention and academic persistence during the times when high school is in session and colleges classes are not in session [DE 5.1]:	Yes	Yes	Yes
<input type="checkbox"/> Schedule semester joint IHE and P-TECH activities and advising to address: [DE 5.2, DE 5.5, DE 4.9 and DE 4.10] <ul style="list-style-type: none"> • Onboarding new cohorts to IHE platforms • College presentations and field trips • Parent/student progress conferences • Student mentorship • IHE support facilities (labs, tutoring, etc.) • IHE disability services • Declaring major (if applicable) • Filing degree plan 	Yes	Yes	Yes
<input type="checkbox"/> Schedule a minimum of one student advising meeting per semester with counselor/advisor/IHE liaison to review 4-year academic plan progress and CTE completer status [DE 5.2, DE 4.8, and DE 4.9]	Yes	Yes	
<input type="checkbox"/> Students off-target to complete certificates and/or degree plans are advised of multiple entry points to earn as many credits as possible, while still meeting student needs [DE 5.2, DE 5.3, and DE 5.5]	Yes	Yes	
<input type="checkbox"/> Within the school day, the P-TECH schedules student interventions and academic supports, such as classes, acceleration, and tutoring to ensure students meet/exceed EOC state rates and Attainment/Achievement OBM data metrics [DE 5.3]	Yes	Yes	
<input type="checkbox"/> Advisory and classroom support time is built into the master schedule [DE 5.4]	Yes	Yes	Yes
<input type="checkbox"/> Wrap-Around Strategies and Services are structured within the school day to encompass career, academic, behavioral, and mental health supports for all students [DE 5.5]	Yes	Yes	
<input type="checkbox"/> College and career preparation activities are provided to students to address: <ul style="list-style-type: none"> • College application assistance, such as Apply Texas • Financial aid counseling, such as FAFSA/TASFA nights 	Yes	Yes	

	Fall	Spring	Summer
<ul style="list-style-type: none"> College and career opportunities 			

OBTs

- Attainment OBTs**
 - Persistence: 75% of students enrolled remain in the P-TECH program through graduation
 - Earn 3 College Credits: 50% of students by the end of 10th grade
 - Earn 9 College Credits: 50% of students by the end of 11th grade
 - Earn a Level I or II Certificate: 40% of students by graduation
 - Earn an Associate Degree: 30% of students by graduation
 - Earn an Industry-Based Certification (IBC): 50% of students by graduation
- Achievement OBTs**
 - CTE Program Status: 75% of students graduate as CTE concentrator or completer
 - Algebra I EOC: 50% achieve “Meets Grade Level Performance” by end of 9th grade
 - English II EOC: 60% of students achieve “Meets Grade Level Performance” by end of 11th grade
- Attainment OBT**
 - Persistence: 75% of students enrolled remain in the P-TECH program through graduation

Artifacts

- 5.1 Bridge program and curriculum schedule
- 5.2 Advising: Schedule of regularly scheduling advising event and records of completion for these support services
- 5.3 Student Intervention: Tutoring Schedules
- 5.4 Classroom Supports: Advisory/study skills curriculum material

Enrichment Opportunities	Fall	Spring	Summer
<input type="checkbox"/> Calendar of family outreach events/activities is annually developed and reviewed with input from families and students [DE 5.6.d and DE 5.6.e]	Yes	Yes	Yes
<input type="checkbox"/> Community service opportunities are developed in partnership with IHE and B/I partners. P-TECH supports school-wide participation in “x” hours of community service [DE 5.6.a]	Yes	Yes	Yes
<input type="checkbox"/> Mentorship programs are structured throughout each school year to support peer mentoring, staff/student mentoring, and B/I mentoring [DE 5.6.c]	Yes	Yes	Yes
<input type="checkbox"/> The P-TECH coordinates with B/I partners, local businesses, Texas workforce, and local chamber(s) to provide regularly scheduled career awareness, exploration, preparation , training, career options, and possible internships (virtual/in-person) for students [DE 5.6.b]	Yes	Yes	Yes

OBT

- Attainment OBT**
 - Persistence: 75% of students enrolled remain in the P-TECH program through graduation

Artifacts

- 5.5 Calendar of family outreach events

Benchmark 6 Actions: Work-Based Learning

WORK-BASED LEARNING SYSTEMS AND POLICIES

Work-Based Learning Continuum [DE 6.1]	Fall	Spring	Summer
<input type="checkbox"/> Create an annual WBL calendar (by grade level and program of study) that includes regular WBL activities, such as monthly classroom WBL activities and at least once a semester major WBL events [DE 6.1 and DE 6.4] <ul style="list-style-type: none"> • Sequenced progression of learning: Within the WBL calendar, identify alignment of the WBL activity to program of study course content and skill acquisition categories such as: Career Exploration, College Knowledge, Community Service, Employability Skills, Network Skills, Technical Skills, On-site Speaker, Virtual Speaker, Field Experience, etc. [DE 6.1 and DE 6.2] 	Yes	Yes	Yes
<input type="checkbox"/> Schedule regular WBL planning times with B/I partner(s), such as once a month, to develop a well-planned and sequenced WBL activity that aligns to program of study course content, technical skill and employability skill acquisition [DE 6.1, DE 6.2, DE 6.3, and DE 6.4] <ul style="list-style-type: none"> • Action steps: Monitor decisions and action steps (for P-TECH and B/I partner) to complete before the next WBL planning time • Schedule: Schedule a monthly time to meet for WBL planning; and/or schedule the next meeting at the end of each WBL planning session • Activities and supports: For each WBL experience, determine the activity, the employer facing supports, the student facing supports, and the time/opportunities for students to reflect on the WBL experience and build their portfolio of WBL activities 	Yes	Yes	Yes
<input type="checkbox"/> Both P-TECH and B/I partner(s) identify dedicated WBL staffing , such as a WBL liaison to support the development and implementation of WBL activities [DE 6.1, DE 6.2]	Yes		
<input type="checkbox"/> P-TECH dedicates time and staff to work with local chambers, ESC, and TX Workforce to research WBL opportunities aligned to P-TECH program(s) of study through local, regional, and statewide opportunities, including how WBL activities will be funded.	Yes	Yes	Yes
<input type="checkbox"/> : P-TECH staff and B/I partner(s) advise students regarding apprenticeships and internships available to students while in high school and after high school graduation [DE 6.2 and DE 5.2]			
<input type="checkbox"/> The P-TECH and B/I partner(s) consider co-creating a student training agreement that includes a written statement of commitment made by the student, parent/guardian, WBL coordinator, and employer (B/I partner) regarding WBL activities (practicums, internships, clinicals, capstones) . The statement contains mutually agreed-upon expectations for all parties involved, identifies each party's role, and addresses considerations such as employment terms, schedule,			

Work-Based Learning Continuum [DE 6.1]	Fall	Spring	Summer
duration of work, compensation, and termination. [DE 6.2, DE 6.3, DE 6.4, and DE 6.5]			

OBM

- **Achievement OBM**
 - CTE Program Status: 75% of students graduate as a CTE concentrator or completer
- **Attainment OBMs**
 - Earn and IBC: 50% of students earn an IBC by graduation
 - Persistence: 75% of students enrolled remain in the P-TECH program through graduation

Artifacts

- 6.1 Documentation of appropriate WBL experiences for students at all grade levels
- 6.2 Aggregate data describing student participation in WBL experiences
- 6.3 Samples of student artifacts such as writings, portfolios, presentations, and links to digital content

Enrichment and Extracurricular [DE 6.4]	Fall	Spring	Summer
<input type="checkbox"/> Determine clubs and competitions for each program of study, such as a Career and Technical Student Organizations (CTSOs). Coordinate sponsorship, mentors, with P-TECH and B/I partner(s)	Yes	Yes	
<input type="checkbox"/> Include special initiatives in WBL calendar aligned to each program of study	Yes	Yes	

Artifacts

- 6.1 Documentation of appropriate WBL experiences for students at all grade levels
- 6.2 Aggregate data describing student participation in WBL experiences
- 6.3 Samples of student artifacts such as writings, portfolios, presentations, and links to digital content

Data Monitoring [DE 6.5]	Fall	Spring	Summer
<input type="checkbox"/> Create data monitoring systems for each WBL experience <ul style="list-style-type: none"> • For each WBL activity, create a list of intended outcomes such as: understanding a particular career or industry, technical skills, college to career alignment, employability skills, workplace norms, interaction with professionals, application of classroom knowledge in real world situations, etc. • After each WBL activity, complete a After-Action-Review (AAR) to inform continuous improvement: What was supposed to happen? What were the actual outcomes? What areas could be developed further or improved upon? • Monitor student participation in WBL, clubs, competitions, special activities to ensure equitable student exposure and participation 	Yes	Yes	Yes
<input type="checkbox"/> Consider developing and implementing an annual WBL assessment facilitated by the P-TECH WBL Liaison who works with the P-TECH leadership team and B/I partner that includes feedback from students, B/I partners, B/I mentors, and P-TECH staff on the value of the WBL		Yes	

Data Monitoring [DE 6.5]	Fall	Spring	Summer
<input type="checkbox"/> P-TECH leadership team annually reviews the effectiveness of the P-TECH to support well-planned, sequenced WBL aligned to the Tri-Agency's Work-Based Learning Continuum : <ul style="list-style-type: none"> • P-TECH WBL liaison engages with local workforce development boards and employers • WBL is aligned to regional labor market needs • Systems/tools/processes monitor and measure student progress in WBL to inform continuous improvement • Strong collaboration exists among core academics, CTE, and WBL/partnership liaisons • P-TECH has dedicated staffing roles to support WBL • P-TECH school culture supports WBL with buy-in from teachers and administrators 	Yes	Yes	

Artifacts

- 6.1 Documentation of appropriate WBL experiences for students at all grade levels
- 6.2 Aggregate data describing student participation in WBL experiences
- 6.3 Samples of student artifacts such as writings, portfolios, presentations, and links to digital content