

P-TECH/ICIA Blueprint



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

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

1. The P-TECH/ICIA location shall be:
 - a. In a high school, or
 - i. as a standalone high school campus or
 - ii. in a smaller learning community within a larger high school
 - b. At a central location, such as a CTE Center where students are enrolled at their home campus, or
 - c. On a college or university campus
2. P-TECH/ICIA staff shall include:
 - a. A building level leader who has scheduling, hiring, and budget decisions
 - b. Industry/Business partner liaison with decision making authority who interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader
 - c. An Institute of Higher Education (IHE) liaison with decision making authority and interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader
 - d. Highly qualified P-TECH/ICIA teachers who work directly with the students, which may include adjunct high school faculty capable of teaching college-level courses
 - e. Counseling staff who support P-TECH/ICIA students, including activities such as: coordinating with Institutions of Higher Education (IHE) for registration, monitoring of students' high school and college transcripts, and monitoring high school and college courses to ensure all requirements are met
3. The P-TECH/ICIA shall establish a leadership team that includes high-level personnel from the school district, campus, industry/business partners, and IHE with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - a. Identification of members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH/ICIA
 - b. Share responsibility (between the school district, campus, industry/business partners, and IHE) for meeting annual outcomes-based measures and providing annual reports to their respective boards as well as to the public
 - c. Monitoring of progress on meeting the Blueprint, including reviewing data to ensure the P-TECH/ICIA is on-track to meet outcomes-based measures
 - d. Mid-course corrections as needed
 - e. Sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding
4. The leadership team shall include and meet regularly (in person and/or virtually) with the leaders from the school district, campus, business/industry, chambers of commerce, non-profit foundations, and IHE who have decision-making authority:

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District leaders (may include):

- a. Superintendent
- b. Assistant superintendent of curriculum and instruction, or equivalent position
- c. P-TECH/ICIA principal or director
- d. CTE Director (if applicable to the P-TECH/ICIA model)
- e. Department chairs
- f. School counselors

Business/Industry Partner (may include):

- a. CEO/President
- b. Education/Community Outreach Specialist/Community Organizations such as a Chamber of Commerce and Non-Profit Foundations

IHE leaders (may include):

- a. College or university president
- b. Provost
- c. Department chairs for core academic disciplines
- d. P-TECH/ICIA liaison

5. Implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, are based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development may include, but is not limited to:
 - a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an advanced academic setting
 - b. An externship program to expose teachers, counselors, and/or administrators to content in careers in the pathways identified by the P-TECH/ICIA
 - c. Opportunities for teachers to collaborate, plan and engage in relevant professional development
6. Provide opportunities for P-TECH/ICIA teachers to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with feeder pattern focus groups, industry/business and/or IHE partners
7. The P-TECH/ICIA program shall provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma, industry certifications, an associate degree, and engage in appropriate work-based learning at every grade level
8. The P-TECH/ICIA students shall be cohorted into core classes to the extent possible; this does not exclude non-P-TECH/ICIA students from enrolling in the same class
9. The P-TECH/ICIA program shall be offered at no cost to students

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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/ICIAs 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 for student 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 (including marketing and recruitment plans, materials, and timelines) shall be transparent in program requirements, and include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members
5. If the P-TECH/ICIA has more applicants than available space for admissions, they shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the P-TECH/ICIA

Required Activities and Products

Activities

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

Products

- a. Written admission policy and enrollment application
- b. Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- c. Brochures and marketing in Spanish, English, and/or other relevant language(s)
- d. Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

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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 a variety of careers.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements based on the pathways to be offered to students i.e. pathways to an associate degree, postsecondary certificate provided by an IHE, or industry certification:

1. The P-TECH/ICIA shall develop, sign, and execute a memoranda of understanding (MOU) that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide (at a minimum):
 - a. A detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships
 - b. Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners
 - c. Career mentoring with industry/business partner
 - d. Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives
 - e. Each MOU must include an agreement that the regional industry or business partner will give to a student who receives work based training or education from the partner under the P-TECH/ICIA program priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program
 - f. Course path and program monitoring
 - g. The MOU should state clearly the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications
 - h. Student access to business and industry partners and work-based learning facilities, services, and resources
 - i. Transportation costs and fees
2. The P-TECH/ICIA shall develop, sign, and execute an articulation agreement with an IHE that includes the following components (at a minimum):
 - a. Curriculum alignment
 - b. Instructional materials
 - c. Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree postsecondary certificate provided by an IHE, or industry certification
 - d. Student enrollment and attendance
 - e. Grading periods and policies
 - f. Administration of statewide assessments under TEC Subchapter B, Chapter 39
 - g. Policies for:
 - i. advising students on the transferability of all college credit offered and earned
 - ii. ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned

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

Design Elements

- iii. advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)
 - iv. students accessing to the IHE facilities, services and resources
 - h. Eligibility of students for waivers for tuition & fees
 - i. Data sharing agreement that includes provisions for:
 - i. Teacher data such as qualifications
 - ii. Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track for college readiness
 - j. Transportation costs and fees
 - i. Provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study
3. Establish an Advisory Board who meets regularly and includes representatives from a variety of stakeholders such as; school board, community, economic development partners, relevant industry subject matter experts for program pathways, and IHE to provide support and guidance to the P-TECH/ICIA in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline

P-TECH/ICIA Blueprint

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
- c. Annual review of industry/business MOU
- d. Annual review of IHE articulation agreement

Products

- a. Meeting agendas and minutes, with action items and decision logs
- b. Final, signed, and executed MOU with industry partner/business (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
- c. Final, signed, and executed articulation agreement with IHE (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
- d. A list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level

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Benchmark 4: Curriculum, Instruction, and Assessment

The P-TECH/ICIA program shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry certification during Grades 9-14.

Design Elements

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

1. The P-TECH/ICIA shall work with the local workforce development board, local chamber of commerce, and local workforce industry representatives to identify, create and maintain a list of high-demand occupations and programs of study that lead to these occupations to be used as a resource in creating structured pathways for students and updated as local needs change
2. The P-TECH/ICIA shall establish one or more career pathways, that include industry relevant classes, and plans are underway for sequencing additional courses for students. These course pathways are informed by regional and state workforce and economic development needs and contribute to students earning an associate degree, postsecondary certificate provided by an IHE, or industry certification that prepares them for high-wage, high-demand, high-skill career fields
3. The P-TECH/ICIA shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements, and either an associate degree, postsecondary certificate provided by an IHE, or industry certification on or before the sixth anniversary of the date of the student's first day of high school
 - a. A course of study must be in place detailing how students will progress toward the goal of aligning high school, college-level courses, and industry/business training. This course of study must provide pathways to an associate degree, postsecondary certificate provided by an IHE, or an industry certification. The campus may implement a variety of instructional delivery models
4. The P-TECH/ICIA shall provide an assessment for measuring student progress to ensure students are on track to meet the Outcomes-Based Measures
5. The P-TECH/ICIA shall biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans
 - a. The P-TECH/ICIA will establish annual assessment measures and provide an opportunity for the industry/business partners to provide feedback on the value of the P-TECH/ICIA program
5. The P-TECH/ICIA shall provide support for students taking courses preparing students to obtain industry certifications, licenses, etc.
6. The P-TECH/ICIA shall work with IHEs and business and industry partners to ensure curriculum alignment between high school, postsecondary and industry experience requirements

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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, ACT, SAT or other assessments
- e. Documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credentials and beyond

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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/ICIAs 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
2. The P-TECH/ICIA shall have current, signed MOU with business/industry partners that are reviewed annually and clearly articulate the requirements outlined in this benchmark. The MOU must include in the agreement that the regional industry or business partner will give a student who receives work-based learning **first priority** in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program
3. The P-TECH/ICIA shall provide:
 - a. Age level appropriate work-based learning for students in the P-TECH/ICIA at every grade level that includes career awareness, career exploration, career preparation, and career experience
 - b. Policies and protocols to make work-based learning a viable method for helping students meet academic standards
 - c. Work based learning experiences that are well-planned and properly sequenced to provide a progression of learning experiences for students—each one building upon the last
 - d. Work based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentoring, and apprenticeships
4. The P-TECH/ICIA shall ensure that students:
 - a. Understand the connection between their work-based learning and academics
 - b. Are provided opportunities to reflect on their work experiences
 - c. Demonstrate their learning in writing, portfolio, presentation, digital or by other means
 - d. Are provided opportunities for career-building skills such as: interview training, skill development, and resume workshops
5. The P-TECH/ICIA shall allow for demonstration of enrichment and extracurricular opportunities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives

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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. Documentation of appropriate work-based learning experiences for students at all grade levels
- b. Current dated regional high demand occupation list
- c. Aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type
- d. Samples of student artifacts such as writings, portfolios, presentations, or links to digital content

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Benchmark 6: Student Support

P-TECH/ICIA will provide wrap-around 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/ICIAs 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 plan 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 preparation program that provides opportunities to strengthen academic skills necessary for high school, college readiness and career readiness and exploration) and to support student transition from middle school to the P-TECH/ICIA program (as well as elementary to middle school if applicable)
 - g. Establishing an industry mentorship program available to all students; and
2. The P-TECH/ICIA shall provide layered social and emotional support to the students as needed, such as:
 - a. Connections to social services
 - b. Parent outreach and involvement opportunities
 - c. A structured program of community service to promote community involvement; and
 - d. Skill building instruction for students, such as time management, study skills, collaboration and interpersonal relationship skills

Required Activities and Products

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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 Outcomes-Based Measures			
Data Indicators	Provisional	Designated	Designated with Excellence
Requirements	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators
P-TECH/ICIA proportionate to or over-represents at-risk students for incoming 9th graders	No more than 20% points under district	No more than 15% points under district	No more than 10% points under district
P-TECH/ICIA proportionate to or over-represents African American students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents Hispanic students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents economically disadvantaged students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents non-traditional CTE participants*	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents ELL and SWDs	Not taken into account for designation	Not taken into account for designation	No more than 5% points under

* Nontraditional Career-Technical Education (CTE) programs are identified as those connected to occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in those occupations or fields of work. The male and female lists are updated annually for Perkins IV.

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Attainment Outcomes-Based Measures			
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 retention 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

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Achievement Outcomes-Based Measures			
Data Indicator	Provisional	Designated	Designated with Excellence
Requirements	Must meet at least one target	Must meet at least three achievement data indicators	Must meet at least four achievement data indicators
Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics	35% passing rate on one or more college readiness benchmarks	50% passing rate on one or more college readiness benchmarks	60% passing rate on one or more college readiness benchmarks
Earn industry certification	Not taken into account for designation	30% of students	50% of students
Earn an associate degree	Not taken into account for designation	30% of students	50% of students
Complete a course for dual credit	35% of students	80% of students	100% of students
Algebra I EOC assessment in 9 th grade	Not taken into account for designation	85% of students meeting grade level standard	85% of students meeting grade level and 45% mastering grade level standard
English II EOC assessment (grades 9-11)	Not taken into account for designation	85% of students meeting grade level standard	85% of students passing and 25% of students mastering grade level