

P-TECH Advisory Committee Meeting

P-TECH Benchmark 2 & 3 Committee Meeting: Partnerships/ Target Populations

March 18, 2024

I. Introductions of committee members

Partnerships/Target Population Advisory Group	
Dr. Daniel Lopez	Assistant Superintendent of Human Resources – Waco ISD
Dr. Fred Hills	Vice President of Instruction and Student Engagement – MCC
Dr. Ricky Edison	Director of Attendance and Transportation
Lauren Frasure	Principal of South Waco Elementary School - Waco ISD
Lena Ortiz	Principal, Cesar Chavez Middle School
Lisa Saxenian	Director of Career and Technical Education – Waco ISD
Melissa Cox	Director of Opportunity Culture – Waco ISD
Trent Futral	PTECH Teacher
Tiffany Whitley	Greater Waco Chamber of Commerce

Additional Members

Dr. Dale McCall	Waco ISD Dean of GWAMA
Erin Balk	Texas Tech
La Ronda Clark	Lead Counselor, University High School
Matt Rambo	Waco ISD Dean of GWAHCA

- II. Review the benchmarks and areas of focus for the P-TECH Blueprint
- III. Review required artifacts: Partnerships (appendix 1)
- IV. Review required artifacts: Target Populations (appendix 2)
- V. Review posted artifacts on P-TECH Website
 - a. 2.1
 - b. 2.16
 - c. 3.2
 - d. 3.3
 - e. 3.4
- VI. Ideas for additional partners for 2024-2025 school year
- VII. Update of marketing and recruitment efforts for 2023-2024
- VIII. Next meeting
 - a. Whole Group
 - b. Benchmark 2 & 3

Appendix 1

P-TECH ARTIFACTS

All P-TECH artifacts shall be published on the P-TECH’s website and made available to TEA upon request. The artifacts shall be maintained in accordance with the local records retention policy.

Benchmark 2: Partnerships		
2.1	Goal of Higher Education Partnerships	<ul style="list-style-type: none"> • Final, signed, and executed MOU/ILA or similar agreement with Institution of Higher Education <ul style="list-style-type: none"> ○ 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
2.16	Roles and Responsibilities	<ul style="list-style-type: none"> • Final, signed, and executed agreement with business/industry partner(s) <ul style="list-style-type: none"> ○ The agreement must be reviewed annually with the goal of improving programmatic supports and services for students

Benchmark 3: Target Population		
3.2	Documenting Enrollment Procedures	<ul style="list-style-type: none"> • Written admission policy, and enrollment application • 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	Stakeholder Engagement	<ul style="list-style-type: none"> • Brochures and marketing in Spanish, English, and/or other relevant language(s) • Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)
3.4	Lottery System	<ul style="list-style-type: none"> • Written lottery procedures (district-level or campus-level)

Appendix 2

BENCHMARK 2: PARTNERSHIPS

The Pathways in Technology Early High School (P-TECH) must have a current, signed memorandum of understanding (MOU) or interlocal agreement (ILA) with each Institution of Higher Education (IHE). The P-TECH must also have a current and signed agreement with each business/industry partner. Both agreements must respectively outline key issues related to the planning, implementation, and sustainability of the P-TECH program. Stakeholders shall review the MOUs and agreements annually. The agreements shall include the components described in the design elements below.

Design Elements for MOU or ILA with Institution of Higher Education

2.1 Goal of Higher Education Partnership

The MOU or ILA shall include the goal of the P-TECH and IHE partnership and a description of how the goals of the dual credit program align to the Texas Statewide Dual Credit Goals.

2.2 Roles and Responsibilities

The MOU or ILA shall include the respective roles and responsibilities for the campus and IHE in providing for and ensuring the quality and instructional rigor of the dual credit program.

2.3 Funding

The MOU or ILA shall identify how costs will be shared, including for the following:

- a. Dual credit courses offered through the program
- b. Instructional materials to be used and textbook adoption
- c. Transportation costs and fees
- d. Eligibility of P-TECH students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees

2.4 Academic Plan

The MOU or ILA shall articulate the academic plan, including the following:

- a. Courses of study that enable a student to combine high school courses and collegelevel courses with the goal to earn an associate degree or up to 60 semester credit hours toward a baccalaureate degree
- b. Curriculum alignment for each degree plan with a course equivalency crosswalk equating high school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program
- c. Transferable and applicable college credits earned during high school

2.5 Transcription of Credit

The MOU or ILA shall include components that enhance transcription of credit, including the following:

- a. Assurances that the IHE will transcribe college credit earned through dual credit in the same semester that credit is earned
- b. Assurances that the P-TECH will adhere to the grading periods and policies of the IHE for dual credit and college courses, including academic probation

2.6 Course Delivery and Scheduling

The MOU or ILA shall articulate course delivery and scheduling including the following:

- a. The instructional calendar, including location of each course that will be offered
- b. Assurances that P-TECH students are treated as dual credit students until graduation from the P-TECH program. As such, they may take dual credit courses during the fall, spring, and summer sessions to meet the goals of the P-TECH program

2.7 Staffing Plan

The MOU or ILA shall include a staffing plan for the P-TECH, including the following:

- a. Teacher qualification processes, instructor availability, and course offerings
- b. Joint professional development for P-TECH faculty and college and counselors/advisors (including both district and IHE faculty/staff)

2.8 Instructional Materials and Textbooks

The MOU or ILA shall articulate instructional materials and textbook policies, including the following:

- a. The duration for which textbooks can be used
- b. Instructional materials and textbook costs and fees

P-TECH Blueprint | 9

2.9 Access to Higher Education Resources

The MOU or ILA shall articulate that students will be granted access to higher education resources, including the following:

- a. P-TECH students' access to the IHE facilities, services and resources
- b. Disability services available to students in compliance with Section 504 of the Rehabilitation Act (Section 504), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) for college courses for dual credit

2.10 Transportation

The MOU or ILA shall address transportation, including the following:

- a. Transportation policies, including the P-TECH and IHE respective roles and responsibilities related to transportation
- b. Transportation costs and fees funding

2.11 Collaborative Outreach Efforts

The MOU or ILA shall outline the commitment that the P-TECH and IHE will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

2.12 Student Participation

The MOU or ILA shall articulate student participation, including the following:

- a. Policy on minimum class size per dual credit course
- b. Student enrollment policies, including student eligibility for enrollment and prerequisite policies
- c. Student attendance policies
- d. Code of conduct policies
- e. Administration of statewide assessments of academic skills (TEC, Subchapter B, Chapter 39)
- f. Provisions for discontinuing P-TECH operation to ensure students previously enrolled will have the opportunity to complete their course of study

2.13 Academic Supports

The MOU or ILA shall identify how the P-TECH and IHE will provide academic supports including the following:

- a. Academic and college readiness advising with access to student support services to bridge students successfully into college course completion
- b. Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned
- c. Policies related to student intervention

2.14 Data Sharing

The MOU or ILA shall include a data sharing agreement that outlines provisions for student data to be provided by the college to the high school and enables collaborative data sharing on a regular basis to promote student support interventions during the semester. The MOU and ILA shall also include the following:

- a. Teacher data such as qualifications
- b. Student-level data such as credit hours taken and earned, GPA, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/ dropout, TSIA scores, 6-/9-week or midterm grades, attendance for students at the high school)
- c. Policies for expanding access to student data, such as granting P-TECH teachers of record and campus administrators full instructor access

2.15 P-TECH Program Data Analysis

The MOU or ILA shall identify the CCRSM program data analysis that the P-TECH will complete, including but not limited to:

- a. Dual credit program outcomes that assist high school students in the successful transition to and acceleration through postsecondary education
- b. The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses

Design Elements for Agreement with Business/Industry Partner

2.16 Roles and Responsibilities

The agreement shall include the respective roles and responsibilities for the campus/LEA and business/industry partner in providing for and ensuring the quality and instructional rigor of the work-based learning programming.

2.17 Work-Based Learning Plan

The agreement shall clearly outline a work-based learning plan that will be followed to provide relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum.

2.18 Work-Based Learning Activities

The agreement shall include a detailed plan for work-based learning experiences for students appropriate to each grade level. These activities should increase in rigor and specificity as illustrated by the Tri-Agency Work-based Learning Continuum beginning with activities such as facility visits and culminating in activities, such as pre-apprenticeships.

2.19 Professional Skills and Mentorship

The agreement shall articulate that the P-TECH and business/industry partner provide mentorship activities that promote professional skills attainment, including the following:

- a. A plan for career mentoring activities appropriate to each grade level
- b. The roles and responsibilities of the P-TECH and business/industry partners in the planning and implementation of career mentoring
- c. Support for students' activities, such as clubs, Career and Technical Student Organizations (CTSOs), competitions, and special initiatives that promote professional skills attainment

2.20 Access to Business Resources

The agreement shall articulate student access to business/industry partners and work-based learning facilities, services, and resources.

2.21 Transportation

The agreement shall address transportation, including the following:

- a. Transportation policies, including the P-TECH and business/industry respective roles and responsibility related to transportation
- b. Transportation costs and fees

2.22 Qualifying for Priority Interviewing

The agreement shall include a commitment that the business/industry partner will give students who receive work-based training or education from the partner priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program.

2.23 Program Monitoring

The agreement shall include program monitoring components to ensure the quality and rigor of work-based learning experiences will be sufficient to ensure student success in subsequent work based learning, mentorship, and internship experiences.

BENCHMARK 3: TARGET POPULATION

The Pathways in Technology Early College High School (P-TECH) shall target and enroll historically underserved students. The campus must enable students who are at-risk of dropping out or those who wish to accelerate completion of high school to combine high school courses and college-level courses. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

Design Elements:

3.1 Recruitment and Enrollment Policies

The P-TECH shall be open enrollment for all students and shall identify, recruit, and enroll subpopulations that are historically underrepresented in college courses. The P-TECH shall coordinate activities with feeder middle school(s), higher education partner(s), and business/industry partner(s) to participate in recruitment activities.

The P-TECH must enroll a 9th grade class during their first year of implementation and will progressively scale up by adding at least one grade level per year after the first year of implementation. If a P-TECH phases out their services, the academy must be prepared to provide services to each enrolled cohort through graduation.

3.2 Documenting Enrollment Procedures

The P-TECH shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.

3.3 Stakeholder Engagement

Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents, community members, higher education partners, and business/industry partners) and shall include regular activities to educate students, counselors, principals, parents, and school board and community members.

3.4 Lottery System

For any P-TECH at capacity, the P-TECH 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 historically underrepresented for the P-TECH. Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Model.

Minutes:

Those present in the meeting: Dr. Christine Holecek, Dr. Beth Brabham, Isabel Lozano, Lena Ortiz, LaRonda Clark

Meeting minutes:

Dr. Holecek opened the meeting with a review of who the committee members are and the purpose of this committee. The document was sent to the committee ahead of time to review.

Holecek reviewed the artifacts for 2.1 and 2.16. We have our MOU with MCC currently posted on our website, as well as the roles and responsibilities for our business/industry partner, which is our HR department.

For our Benchmark 3: Target Population, we have all of our artifacts in place and currently updated.

Dr. Brabham and Dr. Holecek shared the expenditures that have been purchased this year for our mentors as well as for marketing and recruiting efforts.

The final item for the group was to ask them to give us business partners as ideas so we can share our posters with them, as well as bringing them on board as partners for our program. Dr. Brabham will send out a Google Form for ideas.

Mrs. Ortiz mentioned Mardel as an idea, as well as Graphic Garage. Dr. Holecek mentioned W Promotions and Hole in the Roof.

Mrs. Lozano mentioned the SW community center, Caritas, local libraries, churches.

Mrs. Lozano mentioned sharing our information in local neighborhood associations and the HLN.