SAISD

SAN ANTONIO ISD

P-TECH PROGRAM HANDBOOK

Pathways in Technology Early College High School

COLLEGE & CAREER Starts Here

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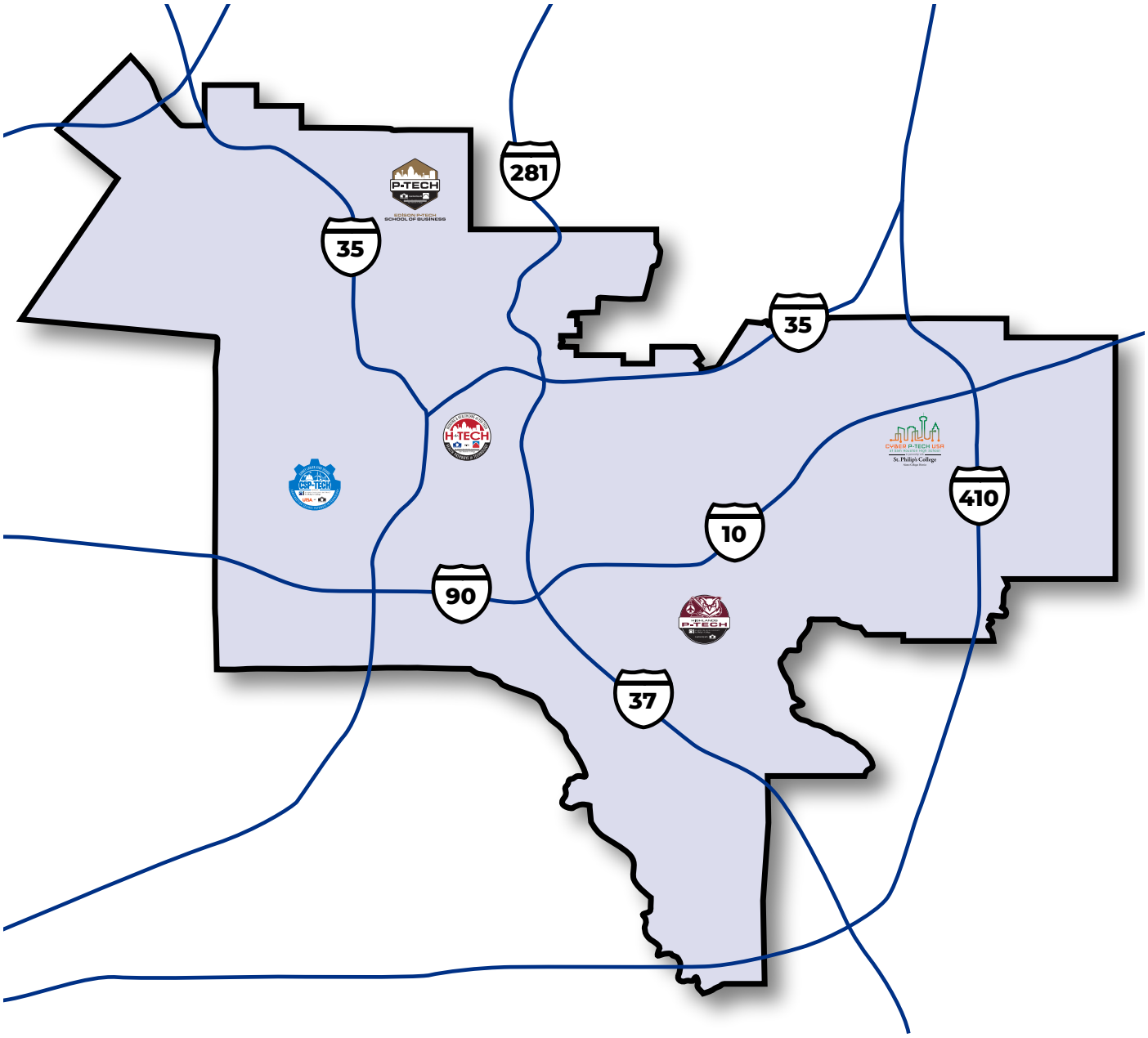
P-TECH Campus Locations



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SAISD Vision, Values, and Beliefs

SAISD MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in college, career, or military. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

SAISD CORE VALUES	SAISD CORE BELIEFS
• High Expectations • Student Centered • Commitment • Passion • Integrity • Respect • Teamwork	• Every student can learn and achieve at high levels. • We are responsible for the education and safety of every student. • We are responsible for the efficient and effective operation of the school system. • Everyone should be treated with respect. • People support what they help create.

College, Career, and Military Readiness (CCMR)

VISION
College, Career and Military Readiness works with schools and stakeholders to develop programs that prepare students for success in college, career and the military.

MISSION
Through a collaboration with post-secondary institutions, employers, educators, community and government leaders, we serve the San Antonio ISD community by providing students with a high level of preparedness for any post-secondary program beyond high school that leads to a credential (such as an industry license or certificate, associate's, or bachelor's degree), workforce and any branch of the military.

P-TECH Program

Early College High School (ECHS) Overview, Compliance and Dual Credit

P-TECH Program: Overview

The Pathways in Technology Early College High Schools (P-TECH) initiative offers an open-enrollment program that creates workforce pathways aligned with high-demand, high-wage fields throughout the state. Students enrolled in P-TECH schools work toward an associate degree and or other post secondary credentials, while gaining hands-on work experience during high school. The hallmark of the P-TECH model is its career focus and the provision of work based learning.

Students who graduate from the P-TECH programs enter the workforce with proven, in-demand skill sets, making them top candidates in their chosen industry.

P-TECH PROGRAM DISTINCTIONS:

- Reduces barriers to college access
- Allows students to earn 60+ hours of dual college credit at no cost
- Creates a seamless transition from high school through college and into employment through local partnerships with institutions of higher education and industry
- Provides academic and social support services through dedicated staff
- Develops critical soft skills needed for college and career success
- Provides work-based learning experiences at every grade level, including internships, apprenticeships and other job training programs
- Enables students to earn an industry certificate and or two-year postsecondary credential while completing high school

Each program pathway reflects key priorities for education and workforce outlined by our partners at the TEA, the Texas Higher Education Coordinating Board and the Texas Workforce Commission.

P-TECH Blueprint:

https://tea.texas.gov/sites/default/files/2020_P-TECH_Blueprint_2-13-20.pdf

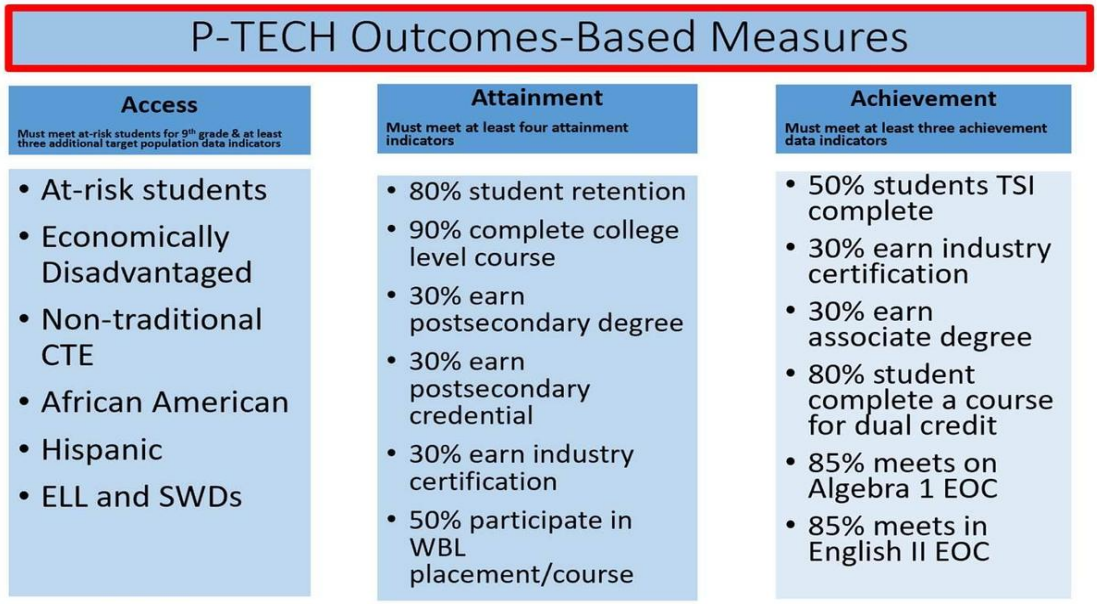
TEA Compliance

The Texas College and Career Readiness School Models (CCRSM) are open enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. The statewide CCRSM network is comprised of 430 campuses implementing one or more of the following CCRSM programs: Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), and Pathways in Technology Early College High Schools (P-TECH). To sustain compliance and identify model designation, CCRSM blueprints contain clearly defined design requirements and student outcome goals to promote high quality implementation of the models. The expansion and evolution of CCRSM offers an opportunity to provide customized support to schools and districts to increase the college and career readiness of their students, create academic and career pathways for students, and spur cross-model learning throughout Texas.

All Early College High Schools are required to meet all the design elements for each benchmark annually. All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement. TEA provides technical assistance to promote implementation of the ECHS model with fidelity.

Outcome Based Measures and Campus Designations

All Early College High Schools are required to meet all the design elements for each benchmark annually. All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement. OBMs will phase in for opening Provisional ECHSs as the entering cohort of 9th graders advance through graduation. Upon the completion of the Provisional period, a campus must meet the state's Designated OBM criteria. *See ECHS and P-TECH Blueprint for outline of Outcome Based Measures:*



Dual Credit

P-TECH programming utilizes dual credit coursework to satisfy degree requirements for post-secondary credentials to high school graduates. The mission of the Dual Credit program at SAISD is to give every high school student the opportunity to earn as many college credits as possible through a Dual Credit/Early College Program. This program is a process through which a student may earn high school credit for graduation as well as successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essentials Knowledge and Skills (TEKS) for a corresponding high school course. The "dual credit" earned is both college credit and high school credit for one course reflected on both transcripts.

Student Schedules and Course Selection

In partnership with the counseling department and school leadership, P-TECH Coordinators, and other campus leadership will ensure students are enrolled in appropriate courses that will allow them to reach their post-secondary goals of college, career, or military enlistment. During course selection for students, P-TECH Coordinators, Lead and other counselors will work with master schedulers of their school, and their feeder schools, to ensure all students are appropriately placed in courses. At the end of the school year as final grades and STAAR results are received, campus and district designees identified above will work with course selection committees to ensure appropriate changes are made to student schedules for the upcoming year.

TSI (Texas Success Initiative Assessment)

The TSI Assessment (TSIA) is part of the Texas Success Initiative enacted by the Texas State Legislature and designed to determine a student's readiness for college-level coursework in the general areas of reading, writing, and mathematics. To take most Dual Credit coursework within P-TECH programming, students must take this assessment.

TSIA 2.0 Blueprint
https://docs.google.com/document/d/14fzX61EcDKGUjGY5vsoiNgl3ZSV6aIos8fwQupPuaxk/edit?usp=sharing

AVID
AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. P-TECH students are strongly encouraged to utilize AVID strategies, attained throughout their high school matriculation, in the rigorous dual credit coursework necessary to acquire their postsecondary credential.

P-TECH Program

P-TECH Campus Team, Central Office Support and Student Support

Below, please find tables providing descriptions of general roles, responsibilities and expectations for district and campus staff, teachers and administrators that are connected to P-TECH programming and dual credit goals. These general roles, responsibilities and expectations are structured to ensure wrap-around academic and social support for all students and their families. Modification to any of the roles, responsibilities and expectations listed below must have approval from the Assistant Superintendent of College, Career and Military Readiness.

Central Office Support

Executive Director(s), Director(s) and Coordinator(s)

- Organizes and supports implementation of CCMR monitoring for SAISD
- Collaborates within the CCMR team and campuses to develop professional learning that is responsive to student and teacher needs.
- Develops and manages the district budget to ensure optimal use of resources
- Supports the appropriate use of standards-aligned instructional resources
- Communicate and support P-TECH Campus Coordinators to ensure program operation and compliance aligns with the Texas Education Agency's (TEA) CCMR blueprints

- Responsible for supporting campuses in coordinating, establishing, and maintaining post-secondary education partnerships and programs that align with the Texas Education Agency's (TEA) CCMR blueprints and outcome based measures
- Assists schools in the implementation of industry partnerships, MOUs, contracts, and TEA blueprint requirements with a focus on program marketing, college readiness, dual credit, industry-based certifications, and work-based learning activities.
- Facilitate regular department chair meetings to ensure the department goals, initiatives, and strategies are aligned to the Campus Improvement Plan, and are student-centered to improve achievement

P-TECH Campus Team

Campus Principals, Academic Deans, and School Counselors

- Disaggregates data to identify instructional areas of focus for schools, individual teachers, and students
- Creates and monitors master schedule for P-TECH students (Counselor)
- Communicates consistently and effectively with District Dual Credit Coordinator regarding course changes and agreements
- Communicates campus goals and interim targets; Ensures a system is in place to effectively monitor the plan for improvement
- Monitors student persistence and communicates with P-TECH Coordinator and Support teacher effectively; collaborative academic advising
- Sets expectations for quality teaching and learning:
    - lesson plans following the district scope and sequence
    - instructional resources aligned to course standards
    - instructional strategies
    - Assessments
    - student work

*P-TECH Coordinator, P-TECH Support Teacher and Work-Based Learning Specialist**

- Provides direct support to classroom teachers in the areas of curriculum, instruction, and assessment through research-based instructional practices

- Supports the appropriate use of standards-aligned instructional resources
- Monitors IHE collaboration connected to curriculum alignment and faculty development
- Works with teachers and administrators to develop intervention plans for students
- Monitors mentorship program engagement, project -based learning and identify workbased learning opportunities connected to curriculum
- Assists with professional development to teachers to ensure understanding of the curriculum including standards, scope and sequence and instructional resources
- Ensure project based learning environment and classroom management
- Provides small group instruction to targeted groups of students
- Provides consistent and comprehensive academic advising
- Monitor HS and IHE P-TECH teacher engagement, collaboration and compliance with SAISD and IHE partners faculty development plan

SAISD Student Support

Curriculum, Instruction and Assessment

- Provides direct support to classroom teachers in the areas of curriculum, instruction, and assessment through research-based instructional practices
- Supports the appropriate use of standards-aligned instructional resources
- Monitors course content, instructional strategies, resources
- Progress report monitoring to Deputy and Assistant Superintendents
- Disaggregates data to identify instructional areas of focus for individual teachers and students
- Works with teachers and administrators to develop intervention plans for students

Student Academic and Support Services (Counseling)

- Monitors engagement between school counselors and IHE High School Program Office (e.g. grade reports, student withdrawals, etc.)
- Implements and execute four school counseling components:
    - Guidance curriculum
    - Individual Planning
    - Responsive Services
    - Systems support
- Coordinate communication of student support resources to campuses and students

- Facilitate connections to strategic community partners for advocacy services

Social, Emotional and Academic Development

- Monitor teacher implementation of SEL strategies and protocols in everyday instruction
- Monitors the scaffolding of three essential SEAD Elements:
    - Culture and Climate
    - Explicit Instruction
    - Integration-Supports Curriculum and Instruction across content areas to reinforce SEL competencies

P-TECH Program

Institute of Higher Education (IHE) Partnerships and Student Success

Higher Education Partnerships: P-TECH Model

According to TEA CCRM P-TECH blueprint, P-TECH programs shall have a current, signed memorandum of understanding (MOU), interlocal agreement (ILA) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the P-TECH location; transferability and applicability of college credit between a 2 year and 4 year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision making procedures that allow for the planning and implementation of a coherent program across institutions; and

- Includes a data sharing agreement that promotes collaborative interventions with processes for collecting, sharing, and reviewing program and student data to assess the progress of students served by the P-TECH.
- Identifies participation compliance for Leadership/Steering committee meetings to monitor KPI's for program OBM's (two meetings per college academic school year)

Institute of Higher Education Partnerships:

Colleges of the Alamo Colleges District
University of Texas at San Antonio
University of Texas at Austin (OnRamps)

Degrees and Certificates

- Bachelor of Science (UTSA)*
- Associate of Applied Science (various Programs of Study)
- Level I and II Certificates of Completion (various Programs of Study)
- Industry-Based Certifications
- Occupational Skill Awards

High School Programs Office

The Institutes of Higher Education (IHE) partners have High School Program offices; their Directors and Coordinators work directly with P-TECH campuses and SAISD district teams to solidify enrollment into their respective institutions. The representatives from the college/university offices are responsible for informing instructional and non-instructional staff about IHE student success resources, important deadlines, parent engagement and official documentation needed for participation in either ECHS or P-TECH programs.

Academic Advising

Academic Advising offers students an opportunity to identify an academic pathway and document the completion of their educational goal with an advisor (or campus designee and HSP office representative). Students that utilize advising graduate faster, spend less time and money on courses that are not needed, and are more engaged in the college experience. College advisors and other P-TECH program support staff are available to assist students with completing the individual success plan (ISP), included in the advising syllabus. Documenting their post secondary academic trajectory will help identify the student's choice of career mobility after high school and or transfer opportunities to a university of choice.

College/University Grades, Withdrawals, and Academic Standards

The college catalog provides detailed information about all aspects of the academic experience. Grades, requesting transcript of grades, transferability of grades and grading procedures are available in this space. Also present in a college catalog is an explanation of the course withdrawal procedure and academic standards connected to probation.

Grades

Course instructors establish grading policy in their respective syllabi. Permanent grades are recorded only at the end of each semester/session. High school students taking dual credit courses will receive a college grade, per the Dual Credit MOU, that grade is then transferred and made applicable to the high school transcript for graduation requirements. To ensure successful completion of the course, the college course instructor (when applicable) will post grades at least three times during the semester to keep students informed of their progress:

- Early Alert (not later than week 4)
- Midterm report
- Withdrawal date grade review

Drops and Withdrawals

Faculty may process drops/withdrawals for non-attendance when it results in a lack of progress. The course syllabus should include any established attendance policy for the institution of higher education. Students and teachers should discuss absences or issues related to attendance with the P-TECH Support Teacher, HS school counselor and or P-TECH or High School Program Coordinator.

Academic Standards: Academic Probation

Acceptable scholastic performance, also known as Good Standing, is based upon student progress toward successful course and program completion. The component used to compute Academic Standing is the institution (home college) GPA. Academic standing is determined at the end of the fall, spring, and summer terms. If a student's GPA falls below 2.0, a student would be considered on academic probation and may be in jeopardy of losing the opportunity to continue in the Early College High School program they are enrolled in. The course catalog of the institute of higher education houses academic standards information.

Student Engagement

Student engagement in college has been proven to ensure student success. Resources from our IHE partners provide students and families with co-curricular opportunities that are essential in enriching the college experience. Students are encouraged to take advantage of these opportunities and become involved in their campus community. Student engagement, together with academics, creates a whole-student experience that will prepare them for the next step in their future.

Resources available and not limited to library support, subject specific tutoring labs and services, career advising sessions, and workshops on academic and student success. For more information, reach out to the P-TECH team and or the IHE High School Program office.

Tutoring

Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills. Tutoring gives students individualized attention that they don't get in a crowded classroom. This helps children who struggle to keep up, as well as those who aren't challenged enough. Tutoring programs can help students develop study and learning skills that will help them be successful throughout life.

There are various student success resources available for teachers to ensure they have viable support outside of the classroom, for their students and academic success. Each college partner shall identify resources housed on their respective websites and campuses, per the MOU on file. SAISD will ensure teachers have adequate opportunities to receive pedagogical support and ongoing professional learning opportunities and membership to learning communities to aid in ensuring P-TECH students are successful.

St. Philip's College (SPC):

https://www.alamo.edu/spc/academics/academic-resources/tutoring-centers/tutoring-and-technology-center/

San Antonio College (SAC):

https://www.alamo.edu/sac/experience-sac/current-students/student-resources/tutoring-centers/

UTSA:

https://www.utsa.edu/trcss/tutoring/

P-TECH Program

Business and Industry Partnerships

Industry Partners

The P-TECH 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. Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define a variety of careers. P-TECH shall develop, sign, and execute Memorandum of Understanding (MOUs) that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide (at a minimum):

- Career mentoring
- Assistance for P-TECH Coordinator and P-TECH Support teacher with a 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, and externships

- ➢ Industry specific advisory to enhance community engagement by serving on a committee that meets once a month with each P-TECH campus. These Industry and Business partner advisory boards increase industry awareness for P-TECH Coordinators and establish help systems for continued and expanded program support. Business and Industry partners are most engaged with school boards, liaisons, and campus representative groups.

- ➢ Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives

Advisory Board

Each P-TECH campus has established Advisory Boards who meet regularly and include representatives from a variety of stakeholders such as; school board, community, economic development partners, relevant industry subject matter experts for program pathways, and IHE partners to provide support and guidance to the P-TECH in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline. Business partners will give students who receive work based training or education from the partner under the P-TECH program priority in interviewing for any jobs for which the student is qualified for that are available on the student's completion of the program.

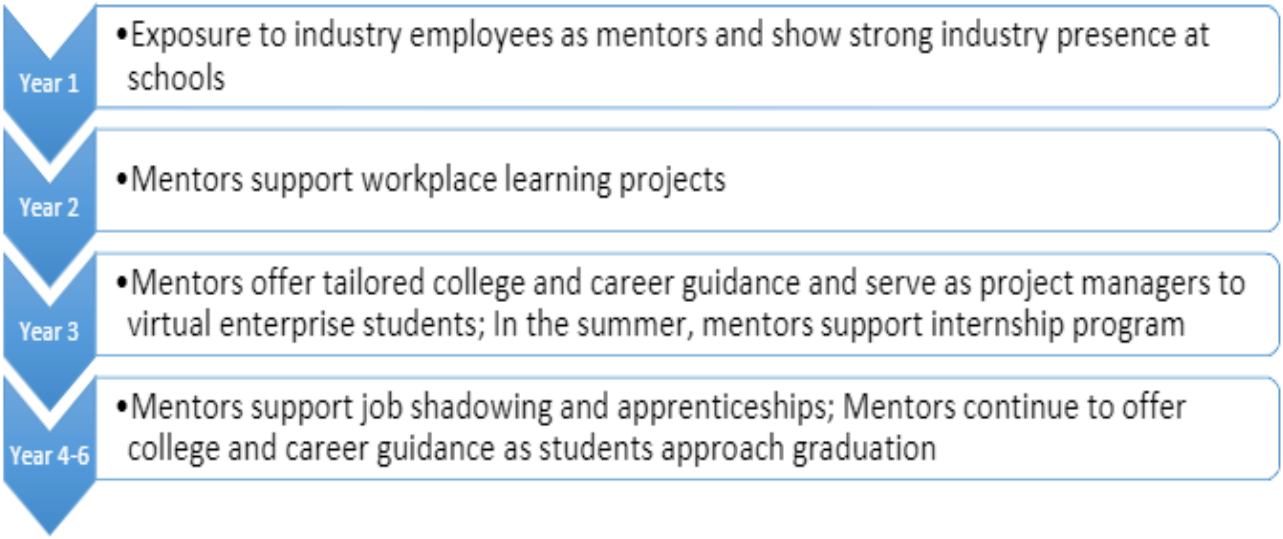
College and Career Mentoring

There are many different ways mentors can help mentees with their college and career development. For example, they can grow the mentee's network and help them overcome their challenges. Mentors can also help mentees create career development plans and set long-term career goals. P -TECH schools help students expand their understanding of potential careers and enable them to acquire the exact skills and experiences they will need to thrive once hired. Mentors help students understand the connection between their coursework, field experiences, and the "real world" expectations of the workplace. These connections serve as a motivator and support mechanism that lead to greater student success.

All P-TECH College and Career Mentors must complete a background check and required mentor training prior to interacting with students. P-TECH College and Career Mentors will engage students (formally), if the mentor's organization has an MOU, or through

career conversations (informal) in a virtual setting and or campus environment. Both types of mentors will have access to mentoring resources, smart goal worksheets, and conversation checklists to effectively participate in the program.

Outcomes by Year:



https://docplayer.net/13801105-P-tech-9-14-model-tool-overview-of-mentoring-programs.html

Work Based Learning

Work-based learning (WBL) provides the opportunity for students to participate in activities like job shadowing, internships, facility field trips, guest speaking events and other things related to various roles and positions that occur in the workplace, while they are in P-TECH programming. Students gain the knowledge, skills, and experience needed for at least an entry level position in a particular career field. The foundational purpose of WBL is to allow preparation, exploration and awareness of career opportunities connected to the pathways in P-TECH schools.

P-TECH Coordinators and P-TECH Support teachers will ensure that students and industry partners complete the necessary requirements identified in the blueprint to ensure program compliance.

Grade Level	Career Awareness	Career Exploration	Career Preparation
9-10	• Guest Speakers • Worksite Tours (Virtualjobshadow.com & Field Trips) • Informational Interviews		
10-11	• Guest Speakers • Worksite Tours (Virtualjobshadow.com & Field Trips) • Informational Interviews	• Job Shadow (off site or virtually) • Career Fair	
11-12	• Guest Speakers • Worksite Tours (Virtualjobshadow.com & Field Trips) • Informational Interviews	• Job Shadow (off site or virtually) • Career Fair* • Mock Interviews • College visits via pathways	College & Trade Preparation Internship* Apprenticeship

P-TECH Program
Instructional Staff and Academic Success

HS DC Teachers, College/University Professors (Adjunct) Best Practices

Teaching high school students in dual credit courses can and will create a college going culture. P-TECH students, as early as a student's freshman year in high school, will take a dual credit course. Attempting and completing dual credit coursework increases the chance of students attending college after high school. The following best practices highlight engagement to enhance educator effectiveness:

- Support the knowledge imparted in lesson delivery with identification of direct connections that lead students through a thinking process and also provide opportunities to enhance critical thinking
- Assessing homework and providing feedback creates a completion mindset in students; college professors will expect students to complete assignments and turn them in on time without feedback
- Dual credit faculty (HS/IHE) encourage students to communicate with classmates, create study groups, and take advantage of teacher time to gain information about coursework missed when absent, clarity on curriculum and other classroom requirements

Dual Credit High School Teachers

The official definition for dual credit reads "a postsecondary course or a high school course aligned to a postsecondary course that is taught at the high school by high school teachers for high school credit". A high school teacher in this position is responsible for delivering quality instruction during regular high school days while maintaining college course quality and rigor. Dual credit instructors teaching credit-bearing college-level courses must meet the same academic credential requirements as faculty teaching on a college campus.

Dual Credit Adjunct/College Professors

Adjunct and College Professors teach dual credit courses and are held to the same duties and responsibilities as HS Teachers teaching dual credit courses. Duties and responsibilities for Dual Credit HS Teachers and Adjunct/College Professors include, but are not limited to:

- Ensuring dual credit rosters are correct each semester
- Teaching freshmen and sophomore college level courses in which you are qualified and vetted to teach
- Maintaining close relationship with P-TECH Coordinator and P-TECH Support Teacher, and or faculty Mentor*
- Informing students of impending non-successful grade **at least one week** prior to college/university withdrawal date so that the student has the opportunity to drop the Dual Credit course without penalty
- Adhering to all of the college or university requirements for Dual Credit including updating classroom course platform, completing Student Learning Outcomes, and posting grades

- Ensuring timely posting of course syllabus, assignments and deadlines
- Offering tutoring/office hours for student questions; provide interventions.
- Attend and participate in required PD and training sessions
- Regularly sharing textbook/ instructional material changes and updates with P-TECH/CTE and or District Dual Credit Coordinator
- Providing academic advising in concert with P-TECH support staff and IHE partner

The P-TECH Coordinator and P-TECH Support teacher will ensure, in a non-evaluative capacity, that the instructional staff for P-TECH students are consistently adhering to the above mentioned tasks.

Professional Development

P-TECH programs can provide each student with the necessary skills to achieve lifelong success and contribute to a global society. At SAISD we believe in continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. Professional learning is offered through: district and campus professional development days, online platforms, professional learning communities (PLCs). Specifically for P-TECH HS Teachers, mentoring support from our IHE partners is a part of blueprint compliance. We believe all educators are obligated to improve their practice and we believe professional learning improves educator effectiveness.

SAISD supports three levels of professional development for teachers/faculty:

1. District Level - Increase effectiveness of individual employees to achieve district identified goals and initiatives.
2. Campus program and IHE Partner - Provide specific professional development opportunities for campus program staff and employees to achieve IHE and program goals and expectations. Examples of program and college partner required professional developments include but are not limited to:
    a. IHE 'All-College' meetings, twice a year. Must provide proof of attendance.
    b. P-TECH Teacher Induction (new to district) and SAISD Mentor Program (mentor program is optional for seasoned CTE teachers).
3. Individual Level - Meet individuals' needs in concert with district purposes, goals, and priorities.

Identification of specific student success initiatives illuminates the need for effective professional development to ensure that ongoing, quality professional learning is recognized as being a key to teacher and student success. SAISD P-TECH programming recognizes that teaching quality and school leadership are important factors in raising student achievement. Recommended book studies, and a variety of workshops before, during, and after school hours are also made available for our esteemed dual credit and

high school teaching teams that instruct P-TECH students. These qualities of teaching and leadership are framed by focusing on the following initiatives for P-TECH student success:

Academic Success	Social-Emotional Success	Tools for Professional Success
• Instructional Design • Data & Assessment • College, Career & Military Readiness • Advanced Academics Advising • Progress Monitoring • Business/Industry Partnerships (P-TECH)	• Cultural Responsiveness • Trauma-Informed Instruction • Restorative Practices • Classroom Procedures & Routines • Character Development	• Professional Learning Communities • Instructional Technology • T-TESS • Safety • Physical Well-being

P-TECH Program

Students, Parents and Family Engagement

Our mission at SAISD is to transform the District into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. Getting there will take the participation and support of our communities – our partners – from parents and grandparents to business leaders and elected officials. The P-TECH model leverages research that demonstrates the clear relationship between student performance and family and community involvement. P-TECH model schools are significantly different from a traditional high school. For one, high school and college classes are integrated, and students have

significant exposure to career experiences such as mentoring and worksite visits. In order to earn their two-year postsecondary degree, students also are attending a longer school day and school year, and will be attending school for as many as six — rather than the traditional — four years. Because of the rigor associated with dual credit programming, we need to do everything we can to build a support system around our students, that includes families.

P-TECH families need to be clear about — and on board with — the expectations of the programs their students will be and are participating in. A few best practices for family engagement to ensure student success:

- Get and stay involved with campus activities like PTA, open house, etc.
- Attend P-TECH information sessions throughout the school year
- Connect with the Institute of Higher Education academic and student success resources

Each campus will identify when information sessions about P-TECH programming will occur. The P-TECH Coordinator, School Counselor and campus leadership and support staff will also communicate with parents when student achievement may be in jeopardy. Our goal is to keep students engaged effectively to ensure post-secondary credential success. Jack Leonard reflected in *Maximizing College Readiness through Parental Support* that, "...Multiple research studies have shown the following to be the strongest predictors of college attendance and completion, particularly for minority and low-income students: academic preparation, social support, access to information, parental involvement, and knowledge about college and financial aid. (Martinez & Klopot, 2005, p. 5)."
https://files.eric.ed.gov/fulltext/EJ1004338.pdf

Volunteer opportunities for parents are available. Please visit our district website and click on Community for more information.

College, Career, and Military Readiness

Accountability Monitoring

P-TECH teams have a responsibility to support the campus in reaching its CCMR goals. This work centers in three key areas, students enrolled in appropriate course pathways, embedding instructional support for TSI/SAT/ACT into core content, and organizing interventions for students that have not earned a CCMR designation.

CCMR Indicator Tracking and Interventions

P-TECH campus leadership and P-TECH district team will serve on the campus CCMR team to support school leadership in tracking student CCMR data. Based on that data, they will

collaborate with the Curriculum, Instruction, and Assessment department, and the Advanced Academic department to structure appropriate supports and share effective intervention strategies for college-readiness instruction with campuses.

If students need to make modifications to their academic pathway as they progress through their high school career, campus and district leadership will support counselors and P-TECH Coordinators in modifying course enrollments to help students reach their academic goals.

College, Career, and Military Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/ College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete an OnRamps Course in any subject*
- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Earn a Level 1 or Level 2 Certificate*
- Graduate under an advanced degree plan and be identified as a current special education student*
- Enlist in the United States Armed Forces

Resources

San Antonio Independent School District (SAISD)	https://www.saisd.net
Alamo Colleges District	https://www.alamo.edu
UTSA	https://www.utsa.edu
TX College & Career Readiness School Models	https://www.texasccrsm.org

ECHS and P-TECH Blueprints:

https://tea.texas.gov/sites/default/files/2020-21%20ECHS_Blueprint_6.8.20_Final.pdf
https://tea.texas.gov/sites/default/files/2020_P-TECH_Blueprint_2-13-20.pdf

TSIA 2.0 Blueprint
https://docs.google.com/document/d/14fzX61EcDKGUjGY5vsoiNgl3ZSV6aIos8fwQupPuaxk/edit?usp=sharing

About the TSIA2
https://www.youtube.com/watch?v=5VQs2vChq6E - start at 23 minutes into the lopevideo and also jump to 50 minutes in to see the test specifications

TSIA2 Learning Materials
https://tsia2.pearsonperspective.com/perspective/ - students can enter the learning locator code for material specific to their needs. Else, everyone is able to click the button "Enter Student Site" without a code and see all the learning materials.

Glossary of Terms

Appendix

HSP Advising Syllabus
Enrollment Guidebook
CCMR Quick Guide
Dual Credit Handbook
Instructional Resource Catalog