



Highlands P-TECH TEA Documentation 2023-2024



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1: School Design

Structure, leadership, professional development

2: Partnerships

Higher education and industry partnerships

3: Target Population

Student recruitment, application, and enrollment



4: Academic Infrastructure

Curriculum, instruction, & assessment

5: Student Supports

Student monitoring and interventions

6: Work-Based Learning

Industry aligned experiences and activities

Benchmark 1: School Design

1.6	Leadership Team Strategic Priorities	<ul style="list-style-type: none">● P-TECH/IHE leadership meeting agendas / PTECH Coordinator Meetings SAISD● School board and board of regents' presentations● Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the P-TECH partnership
1.7	Leadership Team Key Roles	<ul style="list-style-type: none">● Description of each member and role in committee
1.8	P-TECH Staff	<ul style="list-style-type: none">● P-TECH leader/liaison meeting agendas and relevant materials



Benchmark 1: School Design *Continued*

1.9	P-TECH Staff Professional Development	<ul style="list-style-type: none">● Mentor/induction program plans● Annual training or professional development plan with P-TECH and IHE faculty
1.11	Advisory Board	<ul style="list-style-type: none">● Meeting agendas and minutes, with action items and decision logs● A list of strategic partners with each member's organization, title, and role in providing work-based learning for students by grade level





Steering Committee Agendas

2023-2024

Fall Oct. 2023 - [Presentation](#)

2022-2023

Fall 2022 - [Agenda](#) / [Presentation](#)

Spring 2023 - [Agenda](#) / [Presentation](#)

2021-2022

[Fall 2021](#)

[Spring 2022](#)





Strategic Priorities 2023-2024

	Area	Challenge	Working Group	Campus Alignment TIP	District Alignment Always Learning Plan
1	Staffing	Need to recruit, retain, and support instructors in high-need areas (CTE Adjunct).	PTECH Coordinator, SAISD CTE Team, IHE Dept Chairs, Industry Partners	Aligns to campus TIP - differentiated instructor coaching goals	Component V - SAISD will become a sought after place to work where employees come to perfect their craft
2	Curriculum & Instruction	Need to conduct thorough inventory and materials list in order to establish needs and budget for 23-24 SY.	Instructors, Students, PTECH Coordinator, IHE Instructors/ Directors/Liaison	Supports campus TIP - required for successful instruction for IBC success for CCMR	Component III Objective H - Curriculum aligned to CCMR standards including advanced coursework and high quality career pathways
3	Student Support	Need to create robust advising systems to help students navigate their college and high school pathway goals.	PTECH Coordinator, Counselor, Support Teacher, IHE Liaison	Aligns to campus TIP - CCMR data tracking and student awareness of CCMR status goals	Component III Objective I - intensive support systems for all students to succeed in advanced coursework and high quality career pathways



Benchmark 2: Partnerships

2.1

Goal of Higher Education Partnerships

- [Final, signed, and executed MOU/ILA or similar agreement with Institution of Higher Education](#)
 - *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

- [Final, signed, and executed agreement with business/industry partner\(s\)](#)
 - *The agreement must be reviewed annually with the goal of improving programmatic supports and services for students*





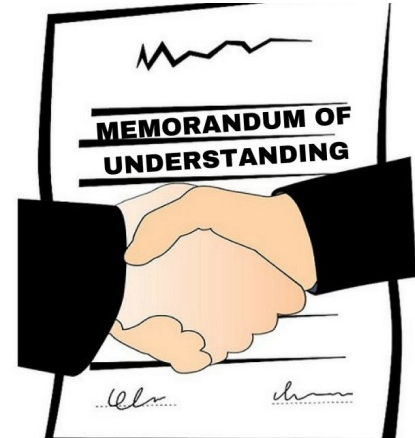
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Industry Partner MOUs 2021-2025

[MOU Highlands P-TECH - HEB \(SY 2021-2025\)](#)

[MOU Highlands P-TECH - SA Works \(SY 2021-2025\)](#)

[MOU Highlands P-TECH - TX-FAME \(SY 2021-2025\)](#)



Benchmark 3: Target Population

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



Benchmark 4: Academic Infrastructure

4.1	Regional Need	<ul style="list-style-type: none">● <u>Documentation detailing courses of study examples that outline student pathways from high school to associate degrees, certificates, or industry-based certifications and beyond</u>● <u>Current dated regional high-demand occupation list</u>
4.3	Course Sequence	<ul style="list-style-type: none">● <u>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</u>● <u>Master schedules</u>
4.7	College Readiness	<ul style="list-style-type: none">● <u>Calendar of scheduled TSIA test administration dates, sign-up process, and intervention expectations</u>● <u>Aggregate reports of TSIA exam performance</u>● <u>Testing calendar and schedule for SAT, ACT, or other college readiness assessments</u>





P-TECH Pathways to Credentials (4.1)

Highlands Specific

Degree Plans/4-6 Year Plans:

[Aerospace](#)

[Engineering](#)

[Manufacturing](#)

[Welding](#)

TEA Programs of Study

[Aerospace](#)

[Engineering](#)

[Manufacturing](#)

[Welding](#)





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High Demand Occupations Data (4.1) *Updated Spring 2023*

[Texas Workforce Commission - Alamo Region Targeted Occupations](#)

[Alamo Workforce Development Area Occupational Projections](#)

[Workforce Solutions Alamo - Manufacturing Market Data](#)

[Workforce Solutions Alamo - Aerospace Market Data](#)





P-TECH Crosswalks (4.3)

[ALL Pathways % 2025 & 2026](#)

Degree Plans/4-6 Year Plans:

[Aerospace % 2026 and Beyond](#)

[Engineering % 2026 and Beyond](#)

[Manufacturing % 2026 and Beyond](#)

[Welding % 2026 and Beyond](#)





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TSIA Exam Data (4.7) *As of January 2024*

	TSIA CR Math	TSIA CR ELAR	TSIA CR BOTH
Class of 2025	23/56= 41%	23/56= 41%	16/56= 29%
Class of 2026	7/64= 11%	7/64= 11%	1/64= 2%
Class of 2027	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>



Benchmark 5: Student Supports

5.1	Bridge Programs	<ul style="list-style-type: none">● Bridge program curriculum and schedule
5.2	Advising	<ul style="list-style-type: none">● Schedule of advising events
5.3	Student Intervention	<ul style="list-style-type: none">● Tutoring schedules
5.4	Classroom Supports	<ul style="list-style-type: none">● Advisory/study skills curriculum material<ul style="list-style-type: none">○ HHS Advisory○ TSIA PTECH Plan/Study Materials
5.6	Enrichment Opportunities	<ul style="list-style-type: none">● Calendar of enrichment events and family outreach events



Benchmark 6: Work-Based Learning

6.1	Work-Based Learning Continuum	<ul style="list-style-type: none">● <u>Documentation of appropriate work-based learning experiences for students at all grade levels</u>
6.2	Work-Based Learning Offerings	<ul style="list-style-type: none">● <u>Aggregate data describing student participation in work-based learning experiences</u>
6.3	Student Participation	<ul style="list-style-type: none">● <u>Samples of student artifacts such as writings, portfolios, presentations, and links to digital content (IBCs)</u>

