



Written Enrollment and Recruitment Plan

WACO ISD P-TECH

WRITTEN ENROLLMENT PLAN INCLUDING TIMELINE OF RECRUITMENT
AND ENROLLMENT EVENTS, AND RECRUITMENT MATERIALS FOR
DISTRIBUTION AT FEEDER SCHOOLS AND OTHER APPROPRIATE
LOCATIONS IN THE COMMUNITY

Open Enrollment

P-TECH schools are open to all students, with no grade or testing requirements — unlike other programs that have a competitive or screened admissions process. P-TECH schools also have the explicit goal of providing college and industry access to historically underrepresented students.

Designed to Bridge the Gap

The P-TECH Model recognizes that the students who are least likely to complete a college degree are those most in need of early and engaging college experiences. In particular, minority students and low-income students are significantly underrepresented on college campuses. They also have far lower degree completion rates than students from other backgrounds. This gap persists, despite the variety of measures — from entry-level salaries, to unemployment rates, to job satisfaction ratings — that clearly demonstrate the benefits of enrolling in and completing college. P-TECH schools are designed to bridge this gap and support these students by explicitly acknowledging and responding to their needs.

P-TECH schools enroll a diverse group of students, including young people from low-income families, first-generation college students, English language learners, students with disabilities, and students of color. Some students arrive with reading and math skills well below grade level, while others far exceed that norm. Regardless of students' prior academic performance, the curriculum sequencing and instructional supports ensure that all students develop the skills and knowledge they need to graduate within six years.

Students must be highly engaged and committed to being successful in the rigorous P-TECH Model. Families must receive recruitment information that fully explains the academic expectations, the extended time commitment, the specific associate degrees offered, and details on the career options open to P-TECH graduates. Students understand the importance and value of schoolwork when they can see clear connections among academic curriculum, [Workplace Learning](#) experiences, and the career pathway they are pursuing.

Supporting All Students

P-TECH students have access to a range of supports that foster academic, professional, and personal growth. The school's goal should be to provide these supports to all students, while the means to this goal will vary as is appropriate to student need.

Many academic supports are built into the school's schedule. During the early years, for example, students may be given extended math and/or English classes to ensure they gain the foundational skills needed for entry into college credit courses. This is particularly

critical for students who enter below grade level. In addition, students learn time-management and organizational skills through class assignments that focus on group work and project-based learning.

Often, the school day is extended to make time for student study groups, tutoring, and/or small group instruction from teachers. Some schools assign students to study groups and provide them with explicit guidance to ensure they make best use of these various supports.

Students also may participate in Advisory classes in which a teacher leads activities designed to help teach personal goal-setting, social skills, and the professional skills required for workplace mobility. Students' relationships with their Advisors can help identify and address personal and academic challenges that require individualized intervention.

Students who are taking a full schedule of college courses can meet with both their school guidance counselor and early college liaison weekly in a group setting to discuss their progress in their college classes. Students who are enrolled in fewer college classes or those in need of additional academic support can meet more frequently with their school guidance counselor and receive more intensive college preparatory support in the form of tutoring or re-teaching of key concepts. To ensure that the high school and college experiences are fully integrated, students may receive academic counseling on the college campus.

How it Works

P-TECH is a partnership among K-12, community college and industry, each making long-term commitments and contributing their best expertise to provide students with rigorous and hands-on academic, technical and workplace experiences.

The unique culture of a P-TECH school is built upon high expectations for students and a belief that all students can earn their college degree. Students see themselves as “college students” and “on a career pathway” from the moment they begin 9th grade. The model integrates high school and college coursework, enabling students to begin college courses as soon as they are ready. Students also participate in a range of workplace opportunities that include mentoring, site visits and paid internships — all designed to support students' academic and professional growth.

P-TECH includes urban, rural and suburban schools and encompasses a range of STEM fields, including IT, advanced manufacturing, healthcare and finance. What defines P-TECH schools is a set of six key tenets.

Six Key Tenets

<p>Public-Private Partnerships</p> <p>The P-TECH Model is grounded in a commitment to partnerships and shared decision-making.</p> <p>A P-TECH school relies on developing and sustaining healthy partnerships with and among the school district, community college and one or more local industry. Successful partnerships are characterized by shared responsibility and decision-making, close collaboration and honest communication.</p>	<p>Six Year Integrated Program</p> <p>A P-TECH school is not simply four years of high school followed by two years of college. Instead, students advance through their high school and college courses in an integrated fashion.</p>	<p>Open Enrollment</p> <p>P-TECH schools are open to all students, with no grade or testing requirements — unlike other programs that have a competitive or screened admissions process. P-TECH schools also have the explicit goal of providing college and industry access to historically underrepresented students.</p>
<p>Work Based Learning</p> <p>The true innovation of the P-TECH Model is its comprehensive focus on careers. Industry representatives are integral partners in the development of P-TECH schools. Their involvement helps students understand how their coursework, field experiences, and the “real world” expectations of the workplace are connected. These connections serve as a motivator and support mechanism that lead to greater student success.</p>	<p>Cost-Free</p> <p>As an added incentive to students — and to support their achievement — P-TECH, and in particular the associate degree, is provided at no cost to students and their families. Because P-TECH schools serve students from historically underrepresented backgrounds, access to a no-cost postsecondary degree removes a critical financial stumbling block and helps students focus solely on learning.</p>	<p>First-In-Line for Jobs</p> <p>P-TECH Industry Partners commit to making graduates “first-in-line” for jobs. While not a guarantee of employment, this promise signals to students that if they do well in school, they will receive an opportunity to interview for available entry-level careers. Getting in front of a hiring manager is a significant opportunity for students to describe more fully their skills and experiences beyond their resumes. This is a great motivator for students.</p>

The P-TECH Model

The P-TECH Model takes students on a focused journey, enabling them to graduate with a high school diploma, an industry-recognized two-year post-secondary degree, and meaningful workplace experiences within a four- to six-year timeframe. Upon graduation, students have the academic and professional skills required to enter entry-level careers in competitive STEM fields or to continue their education at a four-year post-secondary institution.

This multiyear roadmap highlights key pieces in the development of a successful P-TECH school and is intended as a general guide. The Roadmap is designed to be used in concert with the [P-TECH Blueprint](#). Successful P-TECH schools customize and enrich activities to fit their specific needs, while still maintaining fidelity to the model.

TIME LINE

Pre-Planning: 21-22

Pilot Project

8th Grade Recruitment

Year 1: 2022-2023

9th grade students begin Academic/Dual Credit Courses at South Waco Elementary. Students take Science/Electives and Education and Training Course: Principles of Education and Training at their home campus.

Year 2: 2023-2024

10th grade students take Academic/Dual Credit Courses at South Waco Elementary. Students take Science/Electives and Education and Training Course: Human Growth and Development at their home campus.

Year 3: 2024-2025

11th grade students take Dual Credit Courses at McLennan Community College. Students take Electives and Education and Training Course: Instructional Practices at their home campus.

Year 4: 2025-2026

12th grade students take Dual Credit Courses at McLennan Community College. Students take Electives and Education and Training Course: Practicum in Education at their home campus.

8th Grade Recruiting Plan

- The Future Educators Academy Dean will visit each Waco ISD middle school campuses to talk to prospective students and network with their teachers, counselors and administrators.
- The Future Educators Academy Dean will participate in middle school transition fair to talk to prospective students and parents.
- Future Educators Academy will offer a fall open house to inform prospective students and parents about the program and its offerings.

TIME LINE

Fall:

In October begin classroom presentation on the Future Educators Academy. Students will be given the opportunity to self-select their interest in joining the academy. Students are given letters of congratulations and the opportunity to complete the online application.

In November/December Four Year Plans are created that include the Course of Study for the Future Educators Academy. The student meets with the counselor to determine review the plan.

Spring:

In January/February Middle School Transition Fairs are conducted to share the Four Year Plan with both the student and parents. The plan is reviewed with a counselor and the parent and student are advised to meet with the Dean of the Future Educators Academy. In February the students are given the TSIA-2 test to determine College Readiness.

Summer:

In June the students attend the Summer Bridge. Based on student data from the TSIA2 and the Clifton Strengthsfinder, Staff will provide face-to-face instruction for incoming Future Educators Academy students. The focus will be RLA pedagogy and teambuilding. Students will transition between the role of the learner, gaining RLA content knowledge, and future teacher, reflecting on the pedagogical moves that were made, throughout the face-to-face instruction. Team-building experiences will be embedded to strengthen the cohort as a cohesive team.

After the completion of the bridge, student that need academic intervention will be provide a Self-paced personalized test prep and study materials with the focus on TSIA2 English retest to complete at their own pace.

In July the students will then attend the Summer Boost where along with teambuilding opportunities they will retake the TSIA-2.