



AVALOS P-TECH SCHOOL  
P-TECH Renewal Application  
2019-2020

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# Background

## District Affiliation

ALDINE ISD

CD #: 101902

Region: 04

Mailing Address (Line 1): 2520 W W THORNE DR

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77073

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## School Affiliation

AVALOS P-TECH SCHOOL

**CDC #:** 101-902-015

**Region:**

**Mailing Address (Line 1):** 2430 ALDINE MAIL ROUTE RD.

**Mailing Address (Line 2):**

**City, State, Zip:** HOUSTON, TX 77039

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## Academy Information

**P-TECH Academy Name:**

AVALOS P-TECH SCHOOL

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**Are you seeking designation for P-TECH, ICIA, or both?**

P-TECH

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**Are you currently in the 2018-2019 planning year or are a 2018-2019 planning grantee?**

Yes

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**What grade level range will your academy serve in the 2019-2020 school year?**

9

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**If you do not currently serve a full cohort of students, will you scale up the program by adding grade levels over subsequent years?**

Yes

# Contacts

## Superintendent

**Job Title:** Superintendent  
**Full Name:** Dr. LaTonya M. Goffney  
**Email:** [imgoffney@aldineisd.org](mailto:imgoffney@aldineisd.org)  
**Phone Number:** 281-985-6200

## Applicant

**Job Title:** Director of Guidance, Counseling & At-Risk Students  
**Full Name:** Dr. Charlotte Davis  
**Email:** [cjdavis2@aldineisd.org](mailto:cjdavis2@aldineisd.org)  
**Phone Number:** 281-985-6472

## IHE Liaison

**Affiliation:** Lone Star College - East Aldine  
**Job Title:** Dean - Student Services  
**Full Name:** Dr. Luis Lucio  
**Email:** [Luis.Lucio@lonestar.edu](mailto:Luis.Lucio@lonestar.edu)  
**Phone Number:** 281-618-1163

## Business Partner

**Affiliation:** Intellibind  
**Job Title:** CEO  
**Full Name:** Mr. Bill Addington  
**Email:** [billa@intellibind.com](mailto:billa@intellibind.com)  
**Phone Number:** 281-455-9235

## Business Partner

**Affiliation:** S&V Surveying  
**Job Title:** Vice President  
**Full Name:** Mr. Isidro X. Garza  
**Email:** [igarza@svsurveying.com](mailto:igarza@svsurveying.com)  
**Phone Number:** 281-353-2570



# Narratives

## Model Implementation

Which P-TECH model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

Small Stand-Alone

## Endorsements

**Identify the current endorsements that are offered:**

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Services
- Multi-disciplinary Studies

## Institution of Higher Education

**Describe the current campus or district partnership with an institution of higher education (IHE) and address how this partnership addresses all statutory requirements such as curriculum alignment, instructional materials, instructional calendar, etc.**

IHE/ISD PARTNERSHIP - Aldine ISD (AISD) and Lone Star College (LSC) have participated in a year of planning and support in the design, development and implementation of the Rose M. Avalos P-TECH. The partnership used their long-standing collaboration and relationship that dates back to over 40 years, to design this new innovative high school. Moreover, this partnership has previously invested time, effort, personnel and financial support in the development of Early College High Schools (ECHS) in the district. The lessons learned and experiences obtained from the ECHS initiative have actively played a major role in this new school development project.

During this planning year, leadership teams from both AISD, LSC and industry/business partner(s) have met to assure that the statutory requirements are addressed per the Texas Higher Education Coordinating Board, Texas Education Agency and the Texas Work-Force organizations. The P-TECH design elements, and outcomes-based measures required in the P-TECH Blueprint are being used as a guiding document that will assure the fidelity of this model. The partnership has developed a variety of work groups – operations, instruction, leadership and facilities whereas their main focus is to assure compliance, safety and fulfillment of required standards for student access, achievement and ultimately attainment of workforce certificates and/or licensures as well as an Associate of Applied Science or Associate of Arts Degree. Several documents that include manuals, handbooks, training guides, instructional standards for teaching and learning have been developed. The content of these documents follows the standards that govern higher education institutes as outlined in the Southern Association of Colleges and School Commission (SACSC) and Texas public school systems, the Texas Education Agency (TEA). Additionally, the P-TECH design has brought forth a new framework for workforce standards. The partnership has begun to define the work-based skills, delineating outcomes, competencies, benchmarks, expectations and indicators that will assist AISD and LSC to measure and self-assess and improve performances as the school matures.

The partnership has developed a calendar that clearly outlines the time table where the major stakeholders will convene to highlight strengths, areas of improvement, design and implementation activities that affect performance, outcome and impact. This is a major piece for measuring the effectiveness of the design of the P-TECH model.

**Describe the program(s) of study offered to students through this P-TECH/ICIA (or like) program. Include the sequence of courses that lead to a credential and/or associate degree.**

Rose M. Avalos P-TECH will offer four programs of study and students will graduate from high school completing the Foundations with Endorsement graduation plan. Additionally, students will have the opportunity to complete requirements for workforce certificate(s) and/or licensures and Associate of Applied Science or Associate of Arts degree.

The programs of study include the following:

The Paralegal Studies Program will prepare scholars to enter the workplace as paralegals or legal assistants. The goal of the program is to prepare students to perform effectively in a variety of legal settings and to readily adapt to changes in the legal environment. The program offers a high school endorsement in Public Service and an Associate of Applied Science Degree in Paralegal Studies. Associate degree course sequence link here. Paralegal Studies Associate Degree Crosswalk link: <https://drive.google.com/open?id=1z3wagGP7uhvKSM7ujii5dHrHxeLZ0zr1>

The Teaching and Learning Program will create a pipeline of teacher assistants and future teachers. Students will acquire knowledge and skills in the field of education. Courses are aligned with the State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. The degree plan satisfies the core requirements for baccalaureate programs at Texas four-year institutions and students earn an Associate of Arts in Teaching. Associate degree course sequence link here. Teacher Preparation Associate Degree Crosswalk link: [https://drive.google.com/open?id=1Xb1spIOeBc5alaXkzuHMe1PwzE\\_z3BfM](https://drive.google.com/open?id=1Xb1spIOeBc5alaXkzuHMe1PwzE_z3BfM)

The Inspection Technology Specialization Program provides scholars with training and in-depth instruction in non-destructive testing technologies preparing scholars with the technical skills required for testing the tightness or soundness of a broad span of structures and vessels. Students will have specialized training of the American Welding Society (AWS) and American Society of Mechanical Engineering (ASME) codes for structural welding and pressure vessel fabrication together with preparation for the AWS Certified Welding Inspector (CWI) examination. Inspection Technology Certificate Level I course sequence link here. Associate Degree in Inspection Technology course sequence link here. Inspection Technology Specialist Level 1 and Associate Degree Crosswalk link: [https://drive.google.com/open?id=1j4izkNygm-6ChMnpbi\\_-cttN85joTWdf](https://drive.google.com/open?id=1j4izkNygm-6ChMnpbi_-cttN85joTWdf)

The Computer Networking Specialization Cisco Program, through the Cisco Networking academy, teaches scholars both the fundamentals and advanced techniques of Cisco Networking. Scholars will earn a Cisco Network Analyst Level I Certificate, a Cisco Network Administrator Level II Certificate, and an Associate of Applied Science Degree in Computer Network Specialization Cisco. Scholars will also have preparation for the CCNA R & S examination. Level I Certificate course sequence link here. Level II Certificate course sequence link here. Associate Degree course sequence link here. [https://drive.google.com/open?id=1-Fx7vPWRZsaPKu\\_SZGXJQCjomeKocDEL](https://drive.google.com/open?id=1-Fx7vPWRZsaPKu_SZGXJQCjomeKocDEL)

**Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?**

Yes

**Describe how this school provides its students with flexible class scheduling and academic mentoring.**

FLEXIBLE SCHEDULING – During the planning year, the operations work group considered several different options for flexible scheduling. While this is still in the final phase of the design plan, the group has identified characteristics that will be taken into account. The flexible schedule at Rose M. Avalos P-TECH will have time where students can work on interdisciplinary projects. The schedule will be less rigid, where the "school bell" will not be an inhibitor to student creativity. The plan is to allow certain days where the students will not be penalized for being late, due to needing extra time to share ideas or master concepts.

Scheduling will be in blocks to allow flexibility for students who work or have outside-of-class obligations. Flexible scheduling will allow students the opportunity to complete their required contact hours, receive academic mentoring, and work based learning experiences. Online courses will be an option to allow students to focus on certifications and licensures as well as work-based opportunities. Additionally, the P-TECH students will have access to all Lone Star College's resources and programs. Finally, all efforts will be in place to align the AISD and LSC semester/school calendar. This will allow no break in their instruction, shared holidays, testing, summer school, and opportunities to receive professional training.

ACADEMIC MENTORSHIP – Rose M. Avalos P-TECH will provide academic mentorship and support to the students by personalizing the learning environment. The design team have clearly identified that a successful academic mentorship must take into account the personnel (teachers, peer-peer students, community, business, etc.), the student's learning preferences, environmental preferences, language barriers, personal learning history, long and short-term goals and most importantly the implementation plan for success.

The mission of academic mentoring at AISD and LSC is to empower students by encouraging them to develop a variety of skills and strategies necessary to successfully navigate higher education while in high school. The caring and knowledgeable individuals in this program will strive to help students achieve academic success in multiple ways, including role-modeling study habits and teaching students about time management, note-taking, reading textbooks, active listening. They will offer supportive and collaborative environments where the students will feel safe to interact, and have open discussions. Ultimately, the mentoring program will help students become independent learners by encouraging them to develop ownership of their lessons and not rely on the mentor for their success in the P-TECH courses.

## Certificates

Does this academy offer Associate Degrees to students?

Yes

## Industry Certificates

Identify all industry certificates offered to students.

| Certificate  | Description  |
|--|--|
| Education Aide III                                   | Prepares students to be Teacher Assistants.              |
| CISCO Computer Network Analyst Routing and Switching | Prepares students to be router and switching specialists |
| Certified Welding Inspection (CWI)                   | Prepares students to be welding inspectors               |

## Level One Certificates

Identify all level one certificates offered to students.

| Certification                 | Description   |
|-------------------------------|---|
| CISCO Network Analyst Level 1 | Prepares students to enter workforce as a network analyst |
| Inspection Technology Level 1 | Prepares students to enter workforce as an Inspector      |

## Level Two Certificates

Identify all level two certificates offered to students.

| Certification                     | Description  |
|-----------------------------------|--|
| CISCO Network Administrator Level | Prepares students to enter work force as a network administrator |



## Key Elements for Success

**Provide a link to your campus's website.**

<https://avaloshs.aldineisd.org>

**Provide a link to the Program of Study.**

<https://avaloshs.aldineisd.org>

**Provide a link to the job description, roles of design team, leadership team, and advisory board.**

<https://avaloshs.aldineisd.org>

**Provide a link to your mission statement.**

<https://avaloshs.aldineisd.org>

**Provide a link to the final, signed, and executed MOU.**

<https://avaloshs.aldineisd.org>

**Provide a link for this campus's agreement with its IHE partner.**

<https://avaloshs.aldineisd.org>

**Provide a link for this campus's agreement with its business/industry partner(s).**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's master schedules.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's written admission policy and enrollment application.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's 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**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's description of instruction practices.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's internship and externship opportunities.**

<https://avaloshs.aldineisd.org>

**Provide a link to where the leadership team meeting documents (agendas, minutes, etc.) are posted for the school district.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's Assessment strategy.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's annual training or professional development plan with the academy and IHE faculty.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant language(s) .**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's four-year crosswalk document.**

<https://avaloshs.aldineisd.org>

**Provide a link to the testing calendar and schedule for TSI, ACT, SAT or other assessments.**

<https://avaloshs.aldineisd.org>

**Provide a link to current dated regional high demand occupation list.**

<https://avaloshs.aldineisd.org>

**Provide a link to aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's tutoring and bridge program schedules.**

<https://avaloshs.aldineisd.org>

**Provide a link of the calendar of regularly scheduled counseling/advisory events and records of completion for these support services.**

<https://avaloshs.aldineisd.org>

**Provide a link to the academy's calendar of family outreach events.**

<https://avaloshs.aldineisd.org>

## Industry/Business Partner

**List up-to five key business partners for this campus that support students' program of study.**

Paralegal Studies - Bracewell LLP Energy Finance, Technology Lawyers

Inspection Technology Specialist - Drilco Schlumberger

Computer Network Specialization CISCO - Intellibind, BakerRipley

Teacher Preparation - Aldine ISD, Lone Star College

**Describe how business/industry partners currently support work-based and contextual learning for 9th grade students (i.e. through internships, externships, workforce training, etc).**

The 9th grade year will be filled with exploration and investigation of the students' chosen career pathway. This is the year that students will plan and navigate education and career paths aligned with personal goals. The Texas Education Agency provided recommendations that have been shared with our industry/business advisory board. Many of the examples found in this document Work- Based Learning assisted in developing our WBL framework. Examples of activities and engagement with our industry partners included: Career Knowledge and Navigation by observing and analyzing organizational culture and practices, e.g., how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues. Seek information from supervisors and other employees about appropriate methods of finding and securing employment in the industry and what knowledge, skills, and educational credentials are required. Use the learning experience to review and update the student's long-term education and career goals based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills.

**Describe how business/industry partners support or will support work-based and contextual learning for 10th grade students.**

During the 10th grade year, students generally begin courses in the coherent sequence of their chosen pathway. The Texas Education Agency provided recommendations that have been shared with our industry/business advisory board. Many of the examples found in this document Work- Based Learning assisted in developing our WBL framework. Examples of activities and engagement with our industry partners included: Demonstrating Skills through Industry and Career Awareness Activities, through exposure to career speakers and tours. There is a focused effort and preparation needed in order for our students to have a rewarding experience. Our industry partners have agreed through (articulated agreement) to provided opportunities for students to interview employees in the work place on topics like, career options in certain fields, educational credentials required, workplace culture and norms, safety issues at the workplace, skills required for entry-level employment and long-term success. It is our hope that our students will be able to develop a list of personal interests and goals and a list of career possibilities with educational requirements based on identified interests and goals. Furthermore, the leadership team and advisory board agreed that students can also conduct internet research on postsecondary institutions in alignment to their career interest.

**Describe how business/industry partners currently support or will support work-based and contextual learning for 11th grade students.**

The Texas Education Agency provided recommendations that have been shared with our industry/business advisory board. Many of the examples found in this document Work- Based Learning assisted in developing our WBL framework. Examples of activities and engagement with our industry partners for 11th graders included: Demonstrating Skills through Career Exploration Activities like completing a preliminary resume based on career awareness and career exploration activities, listing skills and accomplishments. Having students share this resume with peers, teachers, and working professionals and ask for feedback.

In 11th grade students should modify and refine their list of career options identified in career awareness experiences (10th grade) based on deeper understanding of those careers they experienced during the career exploration phase (9th grade). During this year students will participate in informational interviews or job shadowing and conduct a self-appraisal of strengths as well as interests. This is the year where students conduct conversations with the industry/job shadowing partners around, salary and earning potential, long-term employment outlook, education and skills required, nature of the work, sources of satisfaction and frustration and health and safety issues. Additionally, by now students should clarify educational requirements and identify at least three IHEs that would have programs of interest, as well as three companies or organizations in Texas that might employ someone with similar interests.

**Describe how business/industry partners currently support or will support work-based and contextual learning for 12th grade students.**

Our industry and business partners will support 12th grade students with information as well as resources and content knowledge to help them as they prepare and apply for industry-based certifications and licensures. It is our intent that with our focused work-based learning plan, the support and engagement of our industry partners, (via articulated agreement) our students will be well on their way to continue their educational journey or be well prepared to go into the workforce.

The Texas Education Agency provided recommendations that have been shared with our industry/business advisory board. Many of the examples found in this document Work- Based Learning assisted in developing our WBL framework. Examples of activities and engagement with our industry partners for 12th graders included: Demonstrating Skills through Career Preparation and Training Activities e.g. internships, school-based enterprise, service learning or industry-informed projects. During this phase of work-based learning, 12th grade students will conduct interviews with supervisors, HR director or industry representatives will mentor about career options and the appropriate methods for seeking employment in that industry. Students will analyze organizational culture and practices within the workplace environment, demonstrate understanding of workplace practices and safety issues, demonstrate understanding of how to interact with supervisors, clients and co-workers (understand office hours, appropriate use of email and social media, team norms, etc.) Document knowledge, skills and educational levels of at least three employees in the organization or field. Enlist support of supervisor and colleagues through request for letters of recommendation or inclusion in professional networks. Explore future opportunities with the same organization or others in the same field. Enlist support as needed to complete applications to appropriate IHEs including apprenticeship programs and certificate programs, as well as 2- and 4-year degree programs. Complete reflection and thank you letters identifying the most important things learned during the Career Preparation and Training Activities.

Lastly, students in their last year of P-TECH, will develop their college essay and identify four schools and community staff from who to obtain letters of reference.

Does AT LEAST one of the school's current business/industry partnerships have an agreement that students completing the P-TECH/ICIA program and otherwise meet hiring requirements have priority interviewing with the applicable employer?

Yes

List which partner has an agreement that P-TECH/ICIA students have priority interviewing.

Aldine ISD and Lone Star College

Intellibind

S&V Surveying

Workforce Solutions

BakerRipley

**Describe how the Academy will recruit, support, and retain highly qualified teachers.**

The Aldine ISD human resource and personnel administrators and Avalos P-TECH School administrators understand the importance of recruiting and retaining highly qualified and effective teachers as per the standards identified in Commissioner's Rules concerning educator standards and the Southern Association of Colleges and Schools (SACS) and use these standards to inform the recruitment, selection and retention of the most highly qualified teachers. In addition, all content area teachers will hold a master's degree or at least 18 content hours at the master's level and have experience teaching in diverse classrooms with at-risk students. All career and technology education teachers will meet the requirements set forth by our institution of higher education (IHE), Lone Star College. Our teaching staff will consist of teachers with a proven record of performance and of meeting the academic, social, and emotional needs of the targeted student population.

Avalos P-TECH ensures teachers are provided professional development opportunities for their specific content area, and for embedding college and career readiness development into their curriculum. Teachers will collaborate with industry partners to schedule internships and workshops to growth in their understanding of the knowledge and skills students will need to develop for each of our four programs. A professional development calendar has been developed with input from the teaching staff, industry partners, and higher education partners. Examples of professional development opportunities include: project/problem-based learning, Work Based Learning, Common Instructional Framework (CIF), and Kagan Cooperative Learning. To ensure that our teachers are adept at meeting the social and emotional needs of the targeted population, we have implemented training in Restorative and Mindfulness Practices as well as a student guidance and coaching component. Avalos P-TECH is committed to life-long learning for district teachers and staff. This is evident as the district has invested in several resources, tools, and professional development that have had a significant impact on equipping teachers for teaching success.

A collaborative effort between Aldine ISD, Lone Star College, and business partners will be another strategy utilized to market and recruit highly qualified teachers. Open positions will be advertised and posted via Aldine's and LSC's website as well as industry newsletters and bulletin boards. Flexibility offered through Aldine's District of Innovation designation will be used for hiring professionals to teach Career and Technical Education courses. Aldine ISD will provide support to teachers who are pursuing credentials within a specified period of time. Professional development and mentoring will be provided by both Aldine ISD and Lone Star College. Teachers will be part of a professional learning community where they will have the opportunity to work with other faculty members, and will receive Gifted and Talented (GT) and AP training.

All new college and dual credit faculty are provided orientations and training by Lone Star College Department Chairs. The Chairs assist the faculty in the development of course syllabi, student learning outcomes assessment, and other curricular needs.

## TSIA

**Does this academy administer the TSIA exam?**

Yes

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**What ID number do students use when taking the TSIA exam?**

Unique State Assigned ID