VAN HORN SCHOOL

P-TECH Renewal Application

2020-2021

Contents

Background

District Affiliation

CULBERSON COUNTY-ALLAMOORE ISD

CD #: 055901
Region: 18
Mailing Address (Line 1): P O BOX 899
Mailing Address (Line 2):
City, State, Zip: VAN HORN, TX 79855

School Affiliation

VAN HORN SCHOOL

CDC #: 055-901-001
Region:
Mailing Address (Line 1): P O BOX 899
Mailing Address (Line 2):
City, State, Zip: VAN HORN, TX 79855

Academy Information

What is the academy name?

Van Horn Technology Early College High Schools (VHTECHS)

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School: Other Grade Levels - All students enrolled in grades 6-12 or grades 9-12 are enrolled in the academy but other grade levels exist on the campus (such as grades K-5)

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10

Enter the number of students that you plan to serve in 9th grade.

33

Enter the number of students that you plan to serve in 10th grade.

20

Contacts

Applicant

Applicant 1

Job Title

Program Coordinator

Name Prefix

Ms.

First Name

Karolyne

Last Name

Carloss

Email

kcarloss@ccaisd.net

Phone

432-283-2245

Principal

Principal 1

Name Prefix

Mrs.

First Name

Sondra

Last Name

McCoy, P-Tech Academy Director

Email

smccoy@ccaisd.net

Phone

432-283-2245

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Ken

Last Name

Baugh

Email

kbaugh@ccaisd.net

Phone

432-283-2245

Narratives

Current Designations at CULBERSON COUNTY-ALLAMOORE ISD:

- VAN HORN SCHOOL - P-TECH - 1920
- VAN HORN SCHOOL - T-STEM - 1920

Previous Planning Year Applications at CULBERSON COUNTY-ALLAMOORE ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Manufacturing
STEM

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Engineering
Welding

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Engineering
Programming and Software Development

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD
PSC
IC

What associate degree(s) does the academy plan to offer?

Item

Welding Technology

Computer and Informational Sciences

Instrumentation Engineering Technology

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

General Welder

What industry certifications does the academy plan to offer?

Item

AWS D1.1 Structural Steel

AWS D9.1 Sheet Metal

OSHA 30 Hour General Industry

FAA (Federal Aviation Administration) Part 107 Remote Drone Pilot

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

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
AAS, Computer Science	University of Texas Permian Basin	BS Computer Science
AAS, Instrumentation & Electrical Technology	University of Texas Permian Basin	BS Electrical Engineering
AAS, Instrumentation & Electronics	Odessa College	BAAS Automation

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner, Business Partners: Hiring Priority

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Natural Minerals

Job Title

General Manager

Name Prefix

Mr.

First Name

Ben

Last Name

File

Email

Ben.File@naturalminerals.com

Phone

432-207-2102

Business/Industry Partner 2

Affiliation/Company

Blue Origin

Job Title

Senior Manager, Test Operations

Name Prefix

Mr.

First Name

Eduardo

Last Name

Seyffert

Email

eseyffert@blueorigin.com

Phone

915-600-3104

Business/Industry Partner 3

Affiliation/Company

Pecan Grove Farms

Job Title

Human Resources

Name Prefix

Mrs.

First Name

Rebecca

Last Name

Wiley

Email

becky@pecangrovefarms.com

Phone

432-207-2331

Business/Industry Partner 4

Affiliation/Company

XTO Energy, Subsidiary of Exxon

Job Title

Public & Government Affairs Advisor

Name Prefix

Mr.

First Name

Daniel

Last Name

Trujillo

Email

Daniel_Trujillo@xtoenergy.com

Phone

575-988-3259

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

Work Site Supervisors & Support Personnel: All partnering companies will identify dedicated personnel to manage their partnership responsibilities and participate in the Steering Committee. This personnel will, among other duties, coordinate site visits to their facilities, identify work-based learning opportunities, and support faculty in developing accompanying curricula. Mentors: All partnering companies will provide representatives that are available to provide mentorship for students and teachers. These mentorship activities will include job shadows, internships, and externships, as well as company participation in mock interviews, job application preparation, and resume workshops. Teachers: CCAISD educators will serve on the Steering Committee to help define appropriate workplace experiences that will support students in gaining key skills needed in the Engineering field. CCAISD will work with teachers and industry partners to develop a seamless and coherent Scope & Sequence of courses and workplace experiences that will enable students to successfully meet the goals outlined in the P-Tech program model. Other Partners: A P-Tech Steering Committee consisting of leadership and educators from CCAISD, IHE partners, industry partners, parents, and community

members will oversee the development and ongoing support of VHTECH. The Steering Committee will meet at least four times a year, and as often as needed, to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. In addition to our established partnerships with Natural Minerals, Blue Origin, and PGF, we are in the early stages of developing an MOU agreement with XTO Energy.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.

Natural Minerals will support our Drone and Welding student organizations by providing unique, custom-tailored job shadowing opportunities that will expose our students to the application of drones in mineral surveying, as well as the importance of welding in mineral mining. In addition to club-specific job shadows, CCAISD will provide Natural Minerals employees appropriate access to support our Drones, Robotics, and Welding programs as mentors and volunteers. Pecan Grove Farms will support our students through resume workshops, guest speaking, participation in career fairs, and general professional development programs. Blue Origin will support our Robotics student organization by mentoring students through the FIRST Robotics Club competition. Additionally, they will provide unique job shadowing opportunities for I&E students who are interested in technician careers in aerospace. While still in the early stages of our partnership development with XTO Energy, the company has already committed to teaching a student drone module and providing advisory services for drone curriculum and equipment purchases.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

Natural Minerals, Blue Origin, and Pecan Grove Farms are all committed to participating in career fairs, mock interviews, and resume workshops at VHTECH. These experiences will help our students expand their understanding of regional career opportunities and enable them to develop the skills and materials they need to successfully apply and interview for future job openings. We also believe these workshops and interactions with employees and HR staff will be a valuable networking experience that will serve our students as they transition to college, career, and beyond. Natural Minerals, Blue Origin, and Pecan Grove Farms have pledged to provide guest speakers, mentorship opportunities, site visits, job shadows, and internships so students can engage with industry opportunities every year of high school. These exposure opportunities will help students continue to make connections between their coursework, work-based learning experiences, and future, rewarding career opportunities. XTO Energy is in the process of developing a student internship model for VHTECH that will allow students to participate in onsite drone internship activities. The internships with XTO Energy will begin their Senior year of VHTECH and will represent a tremendous opportunity for students to receive hands-on experience with how drones are used in the oil & gas industry.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

CCAISD will be responsible for all transportation costs and fees for students and staff.

Strategic Partnerships: IHE

The P-TECH shall have strategic partnerships with business and industry partners and IHEs that are formally articulated in writing and clearly define a variety of careers.

IHE Partner 1

Affiliation

Odessa College

Name Prefix

Dr.

First Name

Jonathan

Last Name

Fuentes

Email

jfuentes@odessa.edu

Phone

432-335-6493

Job Title

Executive Dean of Academic Partnerships

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

The Memorandum of Understanding between Odessa College and Culberson County-Allamoore Independent School District assures guiding principles to collaborate in planning, implementation, and continuous improvement of P-TECH programs. for curriculum development and training. Odessa College will designate personnel to monitor the quality of instruction in order to assure compliance with the agreed upon course outline based on the standards established by the State, applicable Accrediting body, OC and CCAISD. Odessa College will be involved in the design and implementation of the dual credit and technical courses to assure that course goals enable students to master Texas Essential Knowledge and Skills and provide vertical and horizontal articulation support with the CTE VHTECH Design Team for CTE VHTECH students. Under the OC Early College Council, an evaluation of the program and of the effectiveness of the collaboration between OC and VHTECH will take place each academic year.

Describe how the IHE articulation agreement addresses the following IHE Blueprint

Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

The Memorandum of Understanding between Odessa College addresses the following policies to ensure student success: 1) CCAISD and OC agree to appoint an OC Liasion to provide IHE support to students and a specific CCAISD counselor to VHTECH. The individual and other OC staff will provide academic and counseling support to VHTECH students and their parents. 2) Odessa College will award credit for courses that have been agreed upon, evaluated, and approved through the official OC curriculum approval process in accordance with THECB requirements. 3) Odessa College staff will work with all VH TECH students in the development of an integrated support system in the areas of transferability and applicability to baccalaureate degree plans. 4) Odessa College will work with VHTECH to provide technology services that will allow students at VHTECH to access live classroom participation. Odessa College will work with VHTECH personnel and students to create hybrid courses that allow student success in technical college courses. Students enrolled at Odessa College through VHTECH have access to all OC facilities, services, and resources available on the campus of OC. VHTECH students, faculty, and staff will be provided with a College identification card and, as appropriate, parking passes.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

Classes will be online. We are also looking at additional field trips to Odessa College to provide students with supplementary, hands-on class experiences. Those transportation costs and fees will be covered directly by CCAISD. If the operation of the VHTECH should discontinue, Odessa College agrees to continue to meet all of the required design elements and provide full support for all students enrolled in VHTECH until the cohort's scheduled graduation.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

In accordance with applicable law, both CCAISD and OC will maintain student records and provide records as requested to the other party which includes, but are not limited to, grades, academic progress, contact information, and other information related to a student's record as necessary to perform its best practices for student success. College credit for each VHTECH student will appear on the College transcript as the student completes a course. Odessa College will provide a degree plan for every VHTECH student aligned to their pathway which includes the course completion date and accrued associate degree or level certificate hours. Odessa College will provide access to the OC Wrangler resource for every VHTECH student which includes a degree audit of student progress and course completion and requirement specific information.

Business Partners: Hiring Priority

List the business partner(s) that have an agreement with the district that students completing the P-TECH/ICIA program and otherwise meet hiring requirements have priority interviewing with the employer.

Business Partner
Natural Minerals
Blue Origin
Pecan Grove Farms
XTO Energy (A Subsidiary of Exxon Mobil)

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

Add up to three activities offered to 9th grade students.

9th Grade Activities
Pecan Grove Farms Tour
Natural Minerals Tour
Conduct Informational Interviews with Industry Professionals

Add up to three activities offered to 10th grade students.

10th Grade Activities
Blue Origin Tour
Resume Development Workshop
Career Fair

Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation
Electrical and Electronic Engineering Technicians
Software Development Applications
Welders, Cutters, Solderers, and Brazers

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC

What type of dual credit courses does your campus plan to offer?

WECM
AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

Culberson County-Allamoore ISD is a rural district, so we are challenged with recruiting and hiring post-secondary credentialed faculty. Additionally, there is no college campus within a 100 mile radius. To overcome these obstacles, academic classes will be taught online through Odessa College. We are working with OC to credential our teachers so we can begin offering dual-credit academic classes onsite. Additionally, it is difficult for our district to recruit and hire CTE faculty. We are working with OC to credential technical faculty so we can begin offering CTE courses and certificates onsite.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
AVID Curriculum 9-12	All students will enroll in an AVID Curriculum to access tutoring, advising sessions, and WICOR curriculum. AVID will engage students in key "college-bound" academic and personal behaviors such as time management, collaboration, problem-solving activities, leadership strategies, and study and communication skills.
Developing Individualized College and Career Plan	All students will meet with the College & Career Director twice every eight weeks to review their coursework pathway and identify areas where additional support or potential intervention is needed.
TSIA support	Counselors will organize academic support for students who fail to meet the TSIA college and career criteria. Support may be online study courses or in-person tutoring.
Project Lead the Way	All students will be enrolled in Project Lead the Way STEM modules in 9th & 10th grades.
Summer Bridge	We will provide a summer bridge for 7th and 8th graders to prepare them for rigorous coursework in high school and college preparation.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Access to Social Emotional Support Counselor	We have hired a SES Counselor to be available for stress management and emotional support counseling.
Parent Outreach	There will be a dedicated parent group for each VHTECH grade level so we can discuss pathways, available academic support, and industry opportunities. This group

Activity	Description
	will meet regularly and offer an opportunity for parents/family members to give feedback on the pathways, course load, and industry partnerships.
Resume Workshops & Mock Interviews	Beginning sophomore year, we will bring in industry mentors to support resume workshops and mock interviews with our students.
College & Career Advising	We have hired a near-peer tutor to fill this advising role, a former Van Horn student and college graduate, to support our students in their college preparation.
Beyond Grad Gear UP	Gear UP will provide multiple supports for college and career readiness for all 9-12 students.
College & University Visits	We will provide multiple college and university visits that are open to all students, free of cost.
Dual-Credit Enrollment & Registration	OC will send representatives to advise and enroll students in their dual-credit courses. Parents are invited and encouraged to attend these advisory sessions.

How does your academy use the access, achievement, and attainment data for program improvement?

Van Horn TECH will track our Access OBMs through our district's PEIMS reporting and parent feedback sessions. Although 100% of Van Horn High School students will be served by VHTECH, it is critical to the success of the program that our students and parents connect to the value of the program and feel their needs are being met by the pathways and resources offered. In addition to our PEIMS reporting and parent feedback sessions, we will track our Achievement and Attainment OBMs via biannual student assessments. We will review this assessment data with our leadership team and conduct a SWOT analysis to identify strengths, weaknesses, opportunities, and threats to our program. Our SWOT analysis will inform our campus planning and any needed mid-year course corrections. Bi-annual student assessments will also help us identify individual students who need unique instructional support, so we can develop a tailored approach to get them back on track. VHTECH will use state and federal accountability reports to provide additional data to measure OBM attainment and program improvement. The data will inform our Campus & District Improvement Plans.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 1: School Design	In our first year, we will be focused on making sure our school design and school leadership is continuously improving and iterating to provide the best possible experience for our VHTECH students.
Benchmark 4: Curriculum, Instruction, and Assessment	In our first year, we will be working to make sure our pathways are structured and offer clear entry and exit points for students. In our first year, we will focus on supporting our students through the TSIA to ensure they are meeting the requirements for college-level courses.
Benchmark 5: Work-Based Learning	In our first year, we will be committed to partnering with our business partners to create WBL experiences that are well-planned and engaging for our students.

Narratives: Benchmark 6 Products, Benchmark Products, Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's mentor/induction program plans.

https://drive.google.com/drive/u/0/folders/1ROCF6ls2J-h4OQzkXbVl_zucwZdERa4n

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

https://drive.google.com/drive/u/0/folders/1pFy-UYfpj65K8q_3aoqogXJ4TbEhwGLP

Provide a link to the academy's leadership meeting agendas and notes.

https://drive.google.com/drive/u/0/folders/1RRcxKTvCzSdSW-n9ci-XXZ6W8jdBWRLQ

Benchmark 2 Products

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

https://drive.google.com/drive/u/0/folders/1_Q5_IZL2IB8pKiAgSMwf7z5V7ZSyq64C

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://drive.google.com/drive/u/0/folders/1nNfwlS-EEUCbwPnqWygUQ6mcauwGNyXN

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

https://drive.google.com/drive/u/0/folders/1YS6zQoX6IzhiqTBWxjFgFU5Fqb0jyYFc

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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://drive.google.com/drive/u/0/folders/1JwrOaI9wHifyX8qUhV3yqrV6STPzdTU5

Benchmark 3 Products

Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.

https://drive.google.com/drive/u/0/folders/1lTButuk3s4lCLH6X385-yoIxZwcBfasI

Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.

https://drive.google.com/drive/u/0/folders/1sR4lEM97KdDw-AO7GsmQcjy2opSAAylk

Provide a link to the academy's final, signed, and executed MOU with their IHE

https://drive.google.com/drive/u/0/folders/1fJlbHvikEQjHdHc6buf5dqTJCIV8Yj1P

Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.

https://drive.google.com/drive/u/0/folders/1I9e_60wHSJEJs5qoCxOjMQ3kGF9m2XjK

Benchmark 4 Products

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

https://drive.google.com/drive/u/0/folders/1FsIfuepncs6RsK3CG1N7I_scntQbUY7Z

Provide a link to the academy's master schedule.

https://drive.google.com/drive/u/0/folders/1RzmhNkjziuJh9djOEvB6AM3OmuXI2vHM

Provide a link to the academy's curriculum alignment documents.

https://drive.google.com/drive/u/0/folders/1Da8AJpVUeGCOEbxMdtCdDg2QnB4QMsHF

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

https://drive.google.com/drive/u/0/folders/1Kc0GQ0M4HP4ZtFK_Wrv26EUJgPd0r6Fp

Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.

https://drive.google.com/drive/u/0/folders/1ZCivWwapid_VLG83LY8KnD7W6O7pJHyw

Benchmark 5 Products

Provide a link to the academy's documentation of appropriate work-based learning expereinces for students at all grade levels.

https://drive.google.com/drive/u/0/folders/1X0ySvnRYlWKfSeG0rjVI1lVJJDWDpvct

Provide a link to the academy's current dated regional high demand occupation list.

https://drive.google.com/drive/u/0/folders/1fL5lmzJQTa1nDMT0ySEY1aYqbwlmLO3W

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

https://drive.google.com/drive/u/0/folders/154batxyNoyEx8Xi-JV5CTSX7x6czMEgw

Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.

https://drive.google.com/drive/u/0/folders/1t_ZdxN_2kqGFJbE4hj-1OHU9hesp-dPv

Benchmark 6 Products

Provide a link to the academy's bridge program calendar and curricula.

https://drive.google.com/drive/u/0/folders/10YoiHgAxKhXN3_FvlgeM5ACTdWzJpOqD

Provide a link the academy's tutoring and other intervention/remediation program schedules,

https://drive.google.com/drive/u/0/folders/1Bcwh03YsrJDGOtH3gC9IcsDUoLP5ANkl

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

https://drive.google.com/drive/u/0/folders/1lDnn9MX1_NR0pNsOx2Wkpc54REDfu_yy