DUNCANVILLE H S

P-TECH Renewal Application

2020-2021

Contents

Background

District Affiliation

DUNCANVILLE ISD

CD #: 057907
Region: 10
Mailing Address (Line 1): 710 S CEDAR RIDGE DR
Mailing Address (Line 2):
City, State, Zip: DUNCANVILLE, TX 75137

School Affiliation

DUNCANVILLE H S

CDC #: 057-907-001
Region:
Mailing Address (Line 1): 900 W CAMP WISDOM
Mailing Address (Line 2):
City, State, Zip: DUNCANVILLE, TX 75116

Academy Information

What is the academy name?

Duncanville High School P-TECH

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

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Grade Levels Served

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

9
10
11
12

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

65

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

45

Enter the number of students that you plan to serve in 11th grade.

40

Enter the number of students that you plan to serve in 12th grade.

20

Contacts

Applicant

Applicant 1

Job Title

Director of CTE/College and Career Readiness

Name Prefix

Ms.

First Name

Shalontae

Last Name

Payne

Email

spayne@duncanvilleisd.org

Phone

972-708-3717

Principal

Principal 1

Name Prefix

Mr.

First Name

Michael

Last Name

McDonald

Email

mmcdonald@duncanvilleisd.org

Phone

972-708-3700

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Marc

Last Name

Smith

Email

marcsmith@duncanvilleisd.org

Phone

972-708-2000

Narratives

Current Designations at DUNCANVILLE ISD:

- DUNCANVILLE H S - ECHS - 1819
- DUNCANVILLE H S - P-TECH - 1819
- DUNCANVILLE H S - T-STEM - 1920

Previous Planning Year Applications at DUNCANVILLE ISD:

- DUNCANVILLE H S - T-STEM - Planning

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.

Architecture & Construction
Education and Training
Transportation Logistics Distribution

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Architectural Design

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Teaching and Training

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Automotive

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

AD
PSC
PSC2
IC

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

Item

Architecture

Teacher Education

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

Item

CHASSIS Service Technician

Computer Aided Design Operating/Drafting

Computer Aided Design Foundation Level 1 Certificate

What level 2 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Architectural Drafting and Architectural CAD/CADD

What industry certifications does the academy plan to offer?

Item

Autodesk Certified Professional or User in AutoCAD

Autodesk Certified Professional or User in Revit Architecture

Certified SolidWorks Associate (CSWA)

Educational Aide I

Autodesk Certified Professional or User (ACU)- Inventor

ASE Engine Repair (A1)

ASE Suspension and Steering (A4)

ASE Brakes (A5)

ASE Electronic/Electrical Systems (A6)

ASE Heating and A/C (A7)

ASE Automotive Maintenance and Light Repair (G1)

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
Associate in Applied Science in Computer-Aided Design	Tarleton State University	BAAS in Manufacturing and Industrial Management
Associate of Arts in Teaching, EC-6	University of North Texas	Bachelor of Science in Interdisciplinary Studies – EC-6 Certification

2-Year Degree	at Dallas University	4-Year Degree
Associate of Arts in Teaching, EC-6	Texas Wesleyan University	Bachelor of Arts in Early Childhood-6th Grade – Bilingual Certification
Associate of Arts in Teaching, EC-6	University of North Texas at Frisco	Bachelor of Science in Education Interdisciplinary Studies with a concentration in Early Childhood to Grade 6 (EC6) with ESL certification

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

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Construction Concepts

Job Title

Proprietor

Name Prefix

Mr.

First Name

Elias

Last Name

Rodriguez

Email

energyinspector@yahoo.com

Phone

972-998-6456

Business/Industry Partner 2

Affiliation/Company

5 Star Ford

Job Title

Shop Manager

Name Prefix

Mr.

First Name

Alex

Last Name

Molina

Email

alexmolina@spford.com

Phone

972-446-5288

Business/Industry Partner 3

Affiliation/Company

Duncanville ISD

Job Title

Assistant Superintendent of Personnel

Name Prefix

Mrs.

First Name

Kathleen

Last Name

Brown

Email

kbrown@duncanvilleisd.org

Phone

972-708-2000

Business/Industry Partner 4

Affiliation/Company

CallisonRTKL

Job Title

Sr. Associate Vice President

Name Prefix

Mr.

First Name

Michael

Last Name

Hoffmeyer

Email

Mike.Hoffmeyer@crtkl.com

Phone

214-468-7748

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.

Under the Roles and Responsibilities section, the agreement states that Construction Concepts will coordinate site visits to its facilities, recruit and match mentors to students, identify appropriate internship opportunities, and support teachers and faculty in developing appropriate curricula. The agreement further states that the partner may provide other appropriate staff to participate in the Program Advisory Board and will provide mentoring to participating students. According to the agreement, the number of students mentored and the professions of the mentors will be decided collaboratively between Construction Concepts and the other partners as the program progresses. The industry partner has participated in leadership meetings and several staff members have become involved with the program. Staff have facilitated classroom presentations as well as recruitment presentations and support personnel are becoming increasingly active in the partnership as the partner's business commitments continue to develop. Teachers maintain open communication with industry partners and help organize site visits, classroom presentations, and mentorship opportunities. They also seek out new partnerships and internship opportunities.

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.

Under the Roles and Responsibilities section, the agreement states that Construction Concepts will provide support for Program students' activities such as clubs, Career and Technical Student Organizations, competitions, and special initiatives. The agreement further states that Construction Concepts will help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program. The partner completed a major design project and presented about the design process and final products to students in the program. The partner has been supportive of student activities, when feasible, and plans to implement a process by which students can submit floor plan designs that will be featured on the partner's website and a percentage of the proceeds from floor plan sales will be donated to a student scholarship fund.

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.

Under the Roles and Responsibilities section, the agreement states that Construction Concepts will help define and provide opportunities for work-based learning experiences for students in the Program appropriate to each grade level. The agreement further states that Construction Concepts will provide internships to students and assist the school's staff in identifying additional organizations in the Architectural Design field to ensure that students have the opportunity to participate in a variety of internship experiences. The agreement includes Construction Concepts' plan for providing work-based learning experiences for each grade level, which includes coordinating site visits to its facilities. It states that the partner will allow DCCCD/Mountain View College, Duncanville ISD/Duncanville High School, and the school's staff and students appropriate access to its facilities to support program activities, including, but not limited to, flexible scheduling, internships, job shadowing, mentoring, and other "real life" work experiences for students. The partner invited juniors and seniors to spend the summer at the organization's facilities to receive technical mentoring and coaching ahead of industry certification exams. The partner identified three certifications that are highly sought after in employees and presented about these credentials directly to students and teachers. The partner also participates in recruitment events and shares information about the industry, job requirements and desired skills for employment with parents and students.

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

Under the Roles and Responsibilities section, the agreement states that Construction Concepts will provide transportation costs and fees when appropriate. The CTE/CCR department has budgeted for travel expenses to ensure that transportation and related costs are not an issue for program students.

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

Dallas County Community College District

Name Prefix

Dr.

First Name

Joe

Last Name

May

Email

jmay@dcccd.edu

Phone

214-378-1500

Job Title

Chancellor

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 purpose of the agreement is listed under the Scope of Agreement and Limitations of Authority section. It states that the purpose of the Agreement is to provide a system under which an eligible high school student enrolls in state approved college course(s) and receives course credit for the course(s) from both the college and high school. It further states that for Dual Credit courses, high school as well as college credit shall be transcripted immediately upon a student's completion of the performance required in the course. Students earn college and high school credit for CTE electives that lead to a Level 1 and Level 2 certificates, industry certifications and an associate of applied science degree. Program staff fulfill this requirement by advising and encouraging students to successfully complete dual credit courses that apply toward their selected pathway, certificate, and/or degree plan. College and program staff provide students and parents with dual credit eligibility information, career alignment resources, and degree and certificate options through individual and small group sessions as well as evening expos throughout the 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 articulation agreement addresses policies for advising students on the transferability of all college credit offered and earned in sections Goal 2 - Student Transition to and Acceleration Through Postsecondary Education and H. Responsibilities of College. The college provides academic supports and career services to help students align degree/certificate with career goals, work plans or transfer plans to universities. The articulation agreement addresses policies for ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned in the Scope of Agreement and Limitations of Authority section. The college adheres to this requirement by submitting student college transcripts to the high school counselor and the counselor updates student high school transcripts. The articulation agreement addresses policies for advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned in section H. Responsibilities of College and under Goal 2 - Student Transition to and Acceleration Through Postsecondary Education. The college Transfer Services office provides information regarding the transfer of college credit courses from the colleges of the DCCCD to other colleges and universities. The College Transfer Services also provides transfer guides which include courses within

the college that will transfer into degree plans at other institutions of higher education. The articulation agreement addresses policies for students accessing the IHE facilities, services and resources in multiple sections, primarily on pages 2 and 3 of the agreement. This requirement is met through annual student visits to the college.

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.

Page 7 of the agreement states that approved Dual Credit courses will be made available at the College and/or High School. It further states that the college may offer Dual Credit courses at the College during the evening, weekend and summer to Dual Credit Students. Transportation costs associated with transporting a class size of Dual Credit students to and from the High School are funded by the school district. Page 9 of the agreement states that the College shall provide mandatory orientations and staff development for High School instructors involved with this dual credit partnership. It is during these training sessions, as well as monthly leadership meetings, that any changes to courses of study are discussed. To date, we have not experienced a discontinued program, but any course of study changes are communicated during monthly IHE and high school leadership meetings. Our credentialed instructors maintain regular communications with IHE program coordinators, instructors, and deans.

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

Page 16 of the agreement states that a Data Sharing Agreement may be made with College and High School to allow Parties to provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions. A Data Sharing Agreement has been made and includes provisions for student level data to be shared. Page 7 of the agreement states that if a student is enrolled simultaneously in college and high school pursuant to this Agreement, the two schools may share information regarding the student in accordance with the Family Education Rights and Privacy Act. Page 10 of the agreement addresses the instruction of courses and states that Dual Credit courses will be taught by College faculty or qualified High School instructors who meet the same criteria for teaching college courses as College faculty. The College will select the instructors of Dual Credit courses and the College and High School shall collaborate to ensure that the rigor, academic requirements and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. This requirement is met through the sharing of student college transcripts after each semester. We also add students' TSI scores onto their high school transcripts, which go directly to the IHE partner with dual credit enrollment forms. IHE staff alert the high school counselor if/when a student fails a dual credit course so that appropriate interventions can be made.

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

Construction Concepts

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

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

9th Grade Activities

Lessons on Career Awareness and Researching Industry Professions

Resume Writing Sessions

Visit to College Partner with Presentations on Available Student Supports

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

10th Grade Activities

Visit to College Partner with Presentations on Available Student Supports

Participation in Career and Technical Student Organizations and Competitions

Nepris Industry Chats

Add up to three activities offered to 11th grade students.

11th Grade Activities

Participation in Industry Mentorship Program

Presentations by Industry and Business Partners

Industry-Guided Research Projects

Add up to three activities offered to 12th grade students.

12th Grade Activities

Internships with Industry and Business Partners

Tours of Worksites with Job Shadowing

Industry-Guided Research Projects

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

Preschool, Primary, Secondary, and Special Education School Teachers

Vehicle and Mobile Equipment Mechanics, Installers, and Repairers

Architecture and Engineering Occupations

Drafters, Engineering Technicians, and Mapping Technicians

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
AP

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?

Because Duncanville has been operating dual credit courses for some time, most of our dual credit instructors are imbedded. The district has and continues to actively recruit CTE instructors who have the ability to be credentialed to teach dual credit courses. When there is demand for a dual credit course that lacks a credentialed instructor on campus, we work with our college partners to either provide the course online or have a college instructor teach the course.

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
TSI and SAT Prep	Test prep sessions are provided during the summer and school year, both online and in-person, at no charge to students
Tutorials	Instructors hold weekly office hours and tutorials and are also available on Saturdays
Summer Bridge Program	Bridge programs are offered during the summer for middle and incoming high school students
Advising Sessions	Individual and small group college and career advising sessions
Academic Boot Camps	Saturday tutorials for End of Course exams
Parent Information Sessions	Review available graduation plans and academic supports
Alumni Mentors	Program graduates mentor current students on postsecondary options and industry projects
Industry Mentors	Mentors are provided by industry and business partners as well as local industry organizations

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
Monthly Parent Meetings	Panther University sessions review academic resources available to students and parents
Social and Emotional Learning Workshops	Counselors host monthly workshops for parents and staff to learn about SEL topics
Counseling Services	Daily counseling services are provided by a third-party counselor
District and Campus Expos	Several expos are held at the high school each year to inform parents and students of academic options and wrap-around services available
Monthly PTSA Meetings	Parents and community members learn about the diverse programs available at the high school
Financial Aid Workshops	Parents are invited to attend workshops to receive assistance completing college financial aid applications for their students
Parent Promise	Parents of seniors receive information about a program that they can participate in to earn a college credential

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

With the help of our technical coach, we review data related to OBMs regularly. Access data is used to tailor recruitment efforts and bridge the gaps between enrollment data and Access OBMs. Achievement data is reviewed to identify any intervention needs related to retention and to track progress toward degree/certificate/certification completion. Achievement data serves as an alert and notifies us when we need to get to the root of a potentially negative student trend. We will monitor Attainment data after this year because we will have a graduating class next year. The data will be used to make program adjustments as needed. The Achievement data indicators are currently being used to design program components such as TSI prep and the offering of industry certification exams. District and campus staff are keenly aware of P-TECH OBM data and will continue to monitor the data regularly. Our focus on Achievement and Attainment data through progress monitoring drives program improvement and student outcomes.

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	A designated counselor will support P-TECH students, including activities such as: coordinating with IHEs for registration, monitoring of students' high school and college transcripts, and monitoring high school and college courses to ensure all requirements are met. This will contribute to the academy's success by increasing student retention and degree/certificate/certification completions.
Benchmark 3: Strategic Alliances	The Advisory Board will meet more regularly 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.
Benchmark 3: Strategic Alliances	As we broaden the Programs of Study available to P-TECH students, we need to secure additional industry partners willing to enter into MOUs that articulate the requirements in Benchmark 3. Having additional partners will contribute to the academy's success by increasing the number and types of WBL experiences and employment opportunities offered to students.

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

Benchmark Products

Benchmark 1 Products

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

Benchmark 2 Products

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

https://www.duncanvilleisd.org/Page/11927

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://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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://www.duncanvilleisd.org/Page/11927

Benchmark 3 Products

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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://www.duncanvilleisd.org/Page/11927

Benchmark 4 Products

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

https://www.duncanvilleisd.org/Page/11927

Provide a link to the academy's master schedule.

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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://www.duncanvilleisd.org/Page/11927

Benchmark 5 Products

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

Benchmark 6 Products

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927

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

https://www.duncanvilleisd.org/Page/11927