



LYNDON B JOHNSON
P-TECH Renewal Application
2020-2021

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Background

District Affiliation

UNITED ISD

CD #: 240903

Region: 01

Mailing Address (Line 1): 201 LINDENWOOD DR

Mailing Address (Line 2):

City, State, Zip: LAREDO, TX 78045

School Affiliation

LYNDON B JOHNSON

CDC #: 240-903-009

Region:

Mailing Address (Line 1): 5626 CIELITO LINDO BLVD

Mailing Address (Line 2):

City, State, Zip: LAREDO, TX 78046

Academy Information

What is the academy name?

Biotechnology And Life Sciences Innovative Academy Early College High School at LBJ (BLSIA)

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.

100

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

105

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

91

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

88

Contacts

Applicant

Applicant 1

Job Title

Director of Career and Technical Education

Name Prefix

Mrs.

First Name

Angelica

Last Name

Sanchez

Email

asanchez@uisd.net

Phone

956-473-2018

Principal

Principal 1

Name Prefix

Mr.

First Name

Armando

Last Name

Salazar

Email

asalazar1@uisd.net

Phone

956-473-5100

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Roberto

Last Name

Santos

Email

rsantos@uisd.net

Phone

956-473-6219

Narratives

Current Designations at UNITED ISD:

- LYNDON B JOHNSON - ECHS - 1516
- LYNDON B JOHNSON - P-TECH - 1819

Previous Planning Year Applications at UNITED 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.

Health Science

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

Healthcare Diagnostics
Healthcare Therapeutics

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

AD
IC

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

Item

Pre-Health Occupations

What industry certifications does the academy plan to offer?

Item

Certified Nurse Aide/Assistant (CNA)

Registered Dental Assistant

Certified Pharmacy Technician

Phlebotomy Technician

Clinical Medical Assistant

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
Associates of Science	Texas A&M International University	Bachelors of Science
Associates of Science	UT San Antonio	Bachelors of Science
Associates of Science	UT Rio Grande Valley	Bachelors of Science

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

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Ruthe B. Cowl Rehabilitation Center

Job Title

Executive Director

Name Prefix

Ms.

First Name

Jacqueline

Last Name

Rodriguez

Email

executivedirector@ruthebcowl.com

Phone

956-722-2431

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.

The Business/Industry Memorandum of Understanding (MOU) addresses the requirement of roles and responsibilities. Under the Mutual Understanding section of the MOU between industry partners and United ISD, the agreement specifically states: "The Partner will assist in developing roles and responsibilities for work site supervisors, mentors, teachers, support personnel and other partners" (Benchmark 3 : Strategic Alliances 1b). This blueprint requirement is met by having partnership orientations to address the roles and responsibilities of each participating organization. These meetings begin prior to the start of the school year and are ongoing. Roles and responsibilities include confidentiality, curriculum alignment, facility participation, student assignments, and trainings,

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.

The Business/Industry Memorandum of Understanding (MOU) addresses the requirement of support for student activities. Under the Mutual Understanding section of the MOU between industry partners and United ISD, the agreement states: "The Partner will support when applicable students' activities such as clubs, Career and Technical Student Organizations, competitions, and special initiatives" (Benchmark 3: Strategic Alliances 1d). The industry partners assist with this requirement by providing work-based learning opportunities and activities to students participating in Health Occupations Students of America (HOSA) including the knowledge and skills that align to events in their competitions .

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.

The Business/Industry Memorandum of Understanding (MOU) addresses the requirement of student access. Under the Mutual Understanding section of the MOU between industry partners and United ISD, the agreement states: "The Partner will provide when applicable access to business and industry partners and work-based learning facilities, services, and resources" (Benchmark 3: Strategic Alliances 1h). Industry partners agree to provide their facilities, resources and services to participating students through work-based learning at their locations.

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

The Business/Industry Memorandum of Understanding (MOU) addresses the requirement of transportation, fees and costs. Under the Mutual Understanding section of the MOU between industry partners and United ISD, the agreement states: "The Partner will not be required to cover transportation costs and fees for students" (Benchmark 3, Strategic Alliance 1i). United ISD incurs all costs associated with work-based learning opportunities such as transportation, meals, uniform costs, and all others related fees.

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

Laredo College

Name Prefix

Dr.

First Name

Ricardo

Last Name

Solis

Email

president@laredo.edu

Phone

956-721-5101

Job Title

President

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 Dual Post Secondary Partnership Agreement between Laredo College and United ISD addresses these Design Elements in Benchmark 4 of the PTECH/ICIA Blueprint in Section 8a and 8b under Course Curriculum, Instruction & Grading. Additionally, Addendum 4 of the IHE Partnership Agreement provides a detailed description of the curriculum alignment and course of study crosswalk for the BLSIA program. Item 8a. The College Dual Enrollment courses are equivalent to any other college level courses with respect to curriculum, instruction, and grading criteria. Item 8b. Dual Enrollment courses will meet or exceed Texas Essential Knowledge and Skills (TEKS) and statewide assessments applicable under TEC Subchapter B Chapter 39 for the courses they replace. Reinforcement of these TEKS will be the responsibility of the District during non-college instructional days. The IHE and BLSIA leadership team revises the curriculum and course of study on a yearly basis to make any necessary adjustment for successful completion of the program.

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 Dual Post Secondary Partnership Agreement between Laredo College and United ISD addresses policies and support service. As stated under: Section 8 - Course Curriculum, Instruction & Grading - Item d. Students enrolled in Dual Enrollment course(s), offered under this Agreement, will have access to all available instructional resources at the College. Under Section 9- Academics Policies and Student Support Services - Item a.) Regular academic policies applicable to college level courses taught by the College will also apply to Dual Enrollment courses offered under this Agreement. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, distribution of course syllabus and any pertinent policies or guidelines associated with the Dual Enrollment courses - Item c.) Students in Dual Enrollment courses will be eligible to use the same or comparable support services that are afforded to College students. The College will be responsible for ensuring timely and efficient access to enrollment services such as advising, counseling, academic support services and transferability of credit to two-year and four-year institutions, and other benefits for which the student may be eligible. Under Section 10 - Transcription of Credit - Item a.) The College will be responsible for maintaining the Dual Enrollment student college transcript and Dual Enrollment courses will be identified as college level. The District will be responsible for maintaining the high school student's transcript.

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.

The Dual Post Secondary Partnership Agreement between Laredo College and United ISD addresses transportation cost and fees as well as the mutual right to terminate. As stated under: Section 11 - Funding - Item f. The District will use state funding to cover the cost of applicable tuition, fees, textbooks and transportation to support this dual enrollment initiatives. Under Section 16 - Terms of Agreement - Item a.) The College and the District reserve the mutual right to terminate this Agreement through a written notice given within ninety (90) days prior to the termination date. Item b.) Students enrolled in Dual Enrollment courses at the time the notice is given will be permitted to complete the course(s) until the end of the semester in which the notice is first given. Item c.) An amendment to this Agreement is not effective until approved in writing by an authorized representative from the College and the District.

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

The Dual Post Secondary Partnership Agreement between Laredo College and United ISD addresses Data Sharing. As stated under: Section 14 - Data Sharing - Item a.) Data Type - The District agrees to provide individual student-level data to the College's Dual Enrollment Office or any other designated office for the purpose of implementing, billing, and evaluating the Dual Enrollment program and informing students of academic opportunities at Laredo College. The District hereby appoints Laredo College as a legitimate educational official of the District in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, Laredo College hereby appoints the District as a legitimate educational official of Laredo College in accordance with FERPA. The Dual Enrollment Office agrees to

provide individual student-level data to the District for the purpose of evaluation, accountability, and student record-keeping. Under Item b.) Data Type by Institution - UISD Data: • Campus Name • Student Name • Student DOB • Student high school ID number • Qualifying GPA • TSIA Scores & Date of Assessment • Qualifying EOC Scores & Date of Assessment • Class rosters with student high school ID number & LC ID number Laredo College Data: • Campus Name • Student Name • Student DOB • Student high school ID number • Student LC ID number • Class rosters with student high school ID number & LC ID number • Grades • Midterm letter grades only • Final letter and numerical grades • LC GPA

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

Ruthe B. Cowl Rehabilitation Center

Regent Care Center

Prestigue EMS

Las Alturas Nursing and Transitional Care

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

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

9th Grade Activities

NEPRIS Conferences and videos

Career Day presentations

Hospital/College visits

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

10th Grade Activities

Regent Care Center Work Based Learning

NEPRIS conferences and videos

Career Day speakers

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

11th Grade Activities

Industry Partner Work Based Learning

NEPRIS Conferences and videos

Career Day Speakers

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

12th Grade Activities

Practicum of Health Science (Industry Certification Preparation)

Industry Partner Work Based Learning

NEPRIS conferences and videos

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

Home Health Aides

Nursing Assistants

Registered Nurses

Licensed Practical and Licensed Vocational Nurses

Dental Assistants
Regional High-Demand Occupation

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?

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?

To meet our academy needs, United ISD developed the UCAN program (United College Assistance Now) The UCAN program is a "Grow Your Own" program whose seeks exemplary teacher candidates to participate in postgraduate studies at Texas A&M International University (TAMIU) at the district partial expense. The purpose is to prepare teachers who will serve as district dual credit instructors. Once qualified with a master degree, BLSIA teachers are selected based on credentials and goodness-of-fit with the program needs. Teacher positions for the BLSIA follow the same process as for the district at large, with the most highly qualified candidates selected to teach in the BLSIA. The IHE partner approves these teacher candidates and their credentials to meet the requirements of adjunct instructors. These BLSIA teachers receive a \$500 stipend per section for these classes in addition to the \$3,500 stipend they receive for teaching at this priority campus. These stipends provide an incentive for teacher retention. BLSIA teachers are supported through professional development with the campus, district, and IHE. In the event that the district cannot obtain dual credit educators, the IHE will provide the instructors needed to fulfill the course sections.

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
Summer Bridge	TSI preparation and social/emotional learning (SEL) topics for high school/college transition.
Fall Bridge	TSI remediation
3 Week Progress Report Monitoring	Provide interventions for students at risk of failing course.
After School Tutorials/Lock-Ins	Subject specific support/3 hr intervention
Individualized Graduation Plans	counselors develop individualized plan and provide on-going support/interventions
Attendance Monitoring	weekly attendance check with interventions as applicable
Summer Academy	remediation and acceleration for dual-credit opportunity
TSI Monthly testing	testing for students pending TSI

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 Sessions	parent outreach and program updates
Community Service	Health Fairs
Skill Building	Soft skill, study skills, digital citizenship, and leadership development

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

The academy uses access, achievement and attainment data to guide all instructional decisions for program wide and individual student improvement. In collaboration with the leadership team, IHE and ISD campus staff, the analysis of OBM data allows for identification of specific targeted areas of need and the development of effective plans of action to improve those needs. The OBM's are the driving force for the creation, planning and implementation of the targeted areas. Effective plans of action may include strategies to: increase industry-based certifications, increase work-based learning opportunities, increase completion of associates degree, close the achievement gap, provide teacher

staff professional development, increase college academic support and college readiness, strengthen college guidance and counseling,

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 3: Strategic Alliances	Strengthen work-based learning partnerships
Benchmark 4: Curriculum, Instruction, Assessment	Successful completion of 4-year plan specifically approved credentialed dual-credit educators
Benchmark 5: Work-Based Learning	Strengthen work-based learning experiences

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://drive.google.com/drive/folders/1-N83AYYmmYxeKSDipk49Jy9sJ0lzLeb4>

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

<https://drive.google.com/drive/folders/1-N83AYYmmYxeKSDipk49Jy9sJ0lzLeb4>

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

<https://drive.google.com/drive/folders/1-N83AYYmmYxeKSDipk49Jy9sJ0lzLeb4>

Benchmark 2 Products

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

<https://drive.google.com/drive/folders/1fwE4xJThtn58M0BS8OgFSZGzqUoHibTG>

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/folders/1fwE4xJThtn58M0BS8OgFSZGzqUoHibTG>

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

<https://drive.google.com/drive/folders/1fwE4xJThtn58M0BS8OgFSZGzqUoHibTG>

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/folders/1fwE4xJThtn58M0BS8OgFSZGzqUoHibTG>

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/folders/1oklOhD4vEg94EWgFMpiERXUIIBZbWNif>

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

<https://drive.google.com/drive/folders/1oklOhD4vEg94EWgFMpiERXUIIBZbWNif>

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

<https://drive.google.com/drive/folders/1oklOhD4vEg94EWgFMpiERXUIIBZbWNif>

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/folders/1oklOhD4vEg94EWgFMpiERXUIIBZbWNif>

Benchmark 4 Products

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

<https://drive.google.com/drive/folders/1izjt4BtQozGVFWSh39XwLYqA7TDQ3Z1f>

Provide a link to the academy's master schedule.

<https://drive.google.com/drive/folders/1izjt4BtQozGVFWSh39XwLYqA7TDQ3Z1f>

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

<https://drive.google.com/drive/folders/1izjt4BtQozGVFWSh39XwLYqA7TDQ3Z1f>

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

<https://drive.google.com/drive/folders/1izjt4BtQozGVFWSh39XwLYqA7TDQ3Z1f>

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/folders/1izjt4BtQozGVFWSh39XwLYqA7TDQ3Z1f>

Benchmark 5 Products

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

https://drive.google.com/drive/folders/1s0p9bKYb6spWtRwtFrhLKn_fRN_GomAF

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

https://drive.google.com/drive/folders/1s0p9bKYb6spWtRwtFrhLKn_fRN_GomAF

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/folders/1s0p9bKYb6spWtRwtFrhLKn_fRN_GomAF

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/folders/1s0p9bKYb6spWtRwtFrhLKn_fRN_GomAF

Benchmark 6 Products

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

https://drive.google.com/drive/folders/1vU8zbiaqwfm_48eOVb0nf28-LCwCEebU

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

https://drive.google.com/drive/folders/1vU8zbiaqwfm_48eOVb0nf28-LCwCEebU

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

https://drive.google.com/drive/folders/1vU8zbiaqwfm_48eOVb0nf28-LCwCEebU