



PIONEER TECHNOLOGY (PTAA) MESQUITE

P-TECH Renewal Application

2021-2022

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Background

District Affiliation

PIONEER TECHNOLOGY & ARTS ACADEMY

CD #: 057850

Region: 10

Mailing Address (Line 1): 3200 OATES DR

Mailing Address (Line 2):

City, State, Zip: MESQUITE, TX 75150

School Affiliation

PIONEER TECHNOLOGY (PTAA) MESQUITE

CDC #: 057-850-001

Region:

Mailing Address (Line 1): 3200 OATES DR

Mailing Address (Line 2):

City, State, Zip: MESQUITE, TX 75150

Academy Information

What is the academy name?

Pioneer Technology & Arts Academy (PTAA) Mesquite

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 2021-2022 school year?

9
10
11
12

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

120

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

90

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

75

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

35

Contacts

Applicant

Applicant 1

Job Title

District PTECH Coordinator

Name Prefix

Ms.

First Name

Shannon

Last Name

Houston

Email

shouston@ptaaschool.org

Phone

210-360-0827

Principal

Principal 1

Name Prefix

Mrs.

First Name

Tonya

Last Name

Haddox

Email

thaddox@ptaaschool.org

Phone

972-375-9652

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Shubham

Last Name

Pandey

Email

shubham@ptaaschool.org

Phone

612-207-6438

Narratives

Current Designations at PIONEER TECHNOLOGY & ARTS ACADEMY:

- PIONEER TECHNOLOGY (PTAA) MESQUITE - P-TECH - 1819
- PIONEER TECHNOLOGY (PTAA) GREENVILLE - P-TECH - 1819
- PIONEER TECHNOLOGY (PTAA) FATE - P-TECH - 1819

Previous Planning Year Applications at PIONEER TECHNOLOGY & ARTS ACADEMY:

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, Recruitment and Enrollment

Degrees and Credentials

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

STEM

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

Programming and Software Development

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

Software Programmer and Developer

Computer Network and System Administrator

What industry certifications does the academy plan to offer?

Item

C++ Certified Associate Programmer (CPA)

Cisco Certified Network Associate - Service Provider (CCNA SP)

Microsoft Technology Associate (MTA) Introduction to Programming Using Java

Microsoft Technology Associate (MTA) Introduction to Programming Using Python

Cisco Certified Network Associate - Security (CCNA Security)

WD Certified Web Design Certification

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 Software Programmer/Developer	UNT	BACHELOR OF ARTS IN INFORMATION TECHNOLOGY

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

PTAA will continue to use established plans for recruitment and enrollment including hosting Community Campus Open Houses in connection with PTAA STEM Fair, with an understanding that pandemic safeguards will be taken into account and PTAA will follow County and State Guidelines for COVID Safety. PTAA will continue to send informative 2 sided color Marketing Cards out to the surrounding community. PTAA also extensively uses social media as a virtual platform for information sessions both recorded and Facebook Live format. These sessions run approximately 30-45 minutes and cover a comprehensive overview of PTAA Mesquite including the PTECH program for recruitment. PTAA budgeted marketing funds are used to boost targeted Facebook viewers . As part of the Articulation Agreement with IHE, PTAA and Dallas College will partner on PTECH informational sessions for students and parents on dual credit opportunities, benefits and process at a time coordinated with Pioneer Technology & Arts Academy.

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

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Sharp USA

Job Title

Texas Sharp General Manager

Name Prefix

Mr.

First Name

Jason

Last Name

Hooks

Email

jason.hooks@sharpusa.com

Phone

972-655-6372

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.

SHARP USA: PTAA and Sharp USA have recently finalized the PTECH MOU that defines the roles and responsibilities of a strong partnership between Sharp USA and PTAA providing a detailed plan for program oversight and advisory and to provide work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships and externships. Sharp USA has appointed Greg Farmer as partner liaison with decision making authority to interact directly and frequently (in person or virtually) with PTECH leadership team including, PTECH Coordinator, Shannon Houston, Principal Tonya Haddox, Assistant Principal Brooke Cook, Counselor Connie Jones, teachers, support personnel and other partners. Mr. Farmer will also meet virtually with Superintendent Shubham Pandey and Shannon Houston on a quarterly basis to review partnership status and needs. Mr. Farmer will regularly attend Leadership meetings and will have the opportunity to present training and introduce new technologies that would benefit the program.

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.

Sharp USA has agreed through MOU to support student activities; PTAA Community Events such as Career Week or College and Career Night providing career information and representing Sharp USA's mission of solving business challenges with innovative technology solutions; PTECH Information Sessions to provide information on a unique certified program with Sharp for PTAA students. Sharp has graciously gifted equipment to be used on PTAA campuses for student learning experiences.

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.

Sharp USA will be offering work based learning opportunities in a variety of ways including student access to PTAA onsite equipment that will be used as a "Sharp Learning Lab" for interested students within the Networking Pathway. Sharp Industry professionals will also provide job shadowing both at the PTAA Campus, virtually and at the Sharp facility when this is able to be done in a safe way due to the pandemic safety precautions in place. Sharp is working with PTAA Leadership team in developing a unique opportunity for students to earn Sharp Certifications (Bronze, Silver and Gold Levels), be mentored in critical industry/business soft skills and to prepare qualified students for internships and provide first priority interviews for employment for which said students are qualified for and that are available on completion of the program.

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

The MOU between Sharp USA and PTAA states that Sharp USA will not be required to cover transportation costs and fees for students, this will be provided by PTAA.

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 College/Richland College Campus

Name Prefix

Mrs.

First Name

Shawntae

Last Name

Minyard

Email

sminyard@dcccd.edu

Phone

972-761-6822

Job Title

Senior Manager, Dallas College

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.

PTAA leadership team and Dallas College (IHE) alliance collaborates to provide curriculum alignment and courses of study and 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 regulatory requirements. PTAA provides a course of study within 2 Pathways (Software Development/Programmer, Network Administration) which allows students to combine required high school courses for graduation and up to 60 credit hours of college-level courses and pursue and/or attain an associate degree and postsecondary certification through the IHE or industry certification. PTAA/PTECH leadership team including Dallas College, Director of Educational Partnerships meet monthly for updates, future planning, including possible amendments to crosswalks, needs specific to the program and address weaknesses to focus efforts for future positive change.

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 between PTAA and Dallas College (IHE) addresses each of these blueprint requirements through "Goal 2: Student Transition to and Acceleration through Postsecondary Education." The IHE and PTAA provides college orientation sessions (either face to face or virtual dependent upon safety measure requirements due to COVID pandemic) which include pertinent information about college degree and certificate options; access to student support services; access to Transfer Services office which provides information regarding the transfer of college courses (course numbers and course names) that will transfer into degree plans at other institutions of higher education. IHE and PTAA academic advising is addressed in the agreement through "Goal 3: Academic and College Readiness Advising and Support Services" which provides: students with career information, degree and certificate options and academic advising; college success workshops on time management and learning support, access to tutoring centers, and libraries. PTAA supports the students in their course of study, by developing personalized students plans; providing tutoring and/or Saturday school for students in need of academic support; college readiness and support time built into student scheduling. PTAA is also establishing a mentorship program for all students utilizing faculty which will be a valuable asset to the betterment and success of our students.

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.

Transportation needs, costs and fees will be provided and covered by PTAA when Dallas College resumes in person, campus instruction. We have also approached the parent/family community with transportation plan and through the PTO have a working ride share program as another alternative, if needed.

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

Dallas College (IHE) and PTAA may share information regarding students in accordance with the Family Education Rights and Privacy Act (FERPA), 34 CFR Section 99.34(b) and as set forth in duly executed data sharing agreement between the parties. Teacher data including qualifications, student level data and credit hours taken and earned, GPA and formative data to access student college readiness is all available under the data share agreement. The IHE will award credit for courses that are approved under the Dual Credit Course Articulation Agreements and is solely responsible for properly documenting all information on the course matrix. High school as well as college credit shall be transcribed immediately upon the student's completion of the performance required in the course.

Business Partners: Hiring Priority

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

Business Partner

Sharp USA

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

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

9th Grade Activities

Tarleton State University virtual Campus Visit

College Awareness Week and AVID Virtual College Fair

Career Week

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

10th Grade Activities

AVID Virtual College Fair and College Awareness Week

Open PTECH: digital learning experience offering students and teachers access to cutting-edge technical and professional skills.

Sharp Job Shadowing (on Campus Sharp Equipment Lab and Virtually)

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

11th Grade Activities

Howard Payne University face to face visit (virtually if unable to visit in person)

Resume and Interviewing Skills Workshop in combination with Career Week

Sharp USA work site visit, job shadowing, Sharp Certification program

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

12th Grade Activities

Open PTECH IBM Learning Platform. All PTAA students are rostered and are able to earn IBM badges in Professional Skills, Cybersecurity, AI and many other offerings within the tech industry space.

College Visit, UNT (in person if safety standards for COVID Pandemic allow, otherwise virtual campus visit)

Sharp USA Competitive Internship, IBM Virtual Competitive Internships, HCL Technologies Virtual Competitive Internship opportunities.

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

Computer Network Support Specialists

Software Developers

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?

PTAA/Mesquite has "home grown" 3 IHE vetted educators with qualifications to teach dual credit courses. Each year, we survey faculty to offer the opportunity to go through the vetting process with our IHE partner in order to teach dual credit courses. Dallas College has partnered with PTAA Leadership to promote "home grown" dual credit teacher qualifications including offering a stipend for dual credit courses taught. PTAA actively recruits teachers with higher education degrees which also allows the pool for possible dual credit teachers to increase. PTAA/Mesquite has also partnered with other PTAA Campuses in sharing dual credit teachers within the PTAA Charter District.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and 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
Faculty PTECH Mentor Assignment	Each PTECH student to be assigned a faculty mentor at the beginning of 9th grade through completion that will follow student progress through Pathway, developing a close working relationship and safe place for students for advise, sharing concerns and consistent support system.
Individual College/Career Planning Conference	Students and Parents have individual conferences with Advising Counselor and Administrator for progress monitoring
College Crew Shout Out	College Crew Shout Out email blasts to families and school community bragging about their students success.
College Facilitator Support	College Facilitator providing support on how to be a self advocate and time management.
College Bridge Program	Summer Bridge to prepare student for their college experience (Face to Face unless safety precautions for COVID pandemic requires switch to Virtual Program)
AVID	AVID – advisory and college readiness and support time

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
Connections to Social Services	Counselor and Administration provides assistance to identified families in need of connecting to social services.
Parent Outreach	PTAA/Mesquite has strong parent involvement beginning with an active PTO. PTAA also has several campus events including STEM Fair and other Community outreach, participating in local events.
Open PTECH provided by IBM (PTECH.org)	Open P-TECH is a new digital learning experience that offers students and teachers access to cutting-edge technical and professional skills. All PTAA PTECH students are rostered into the platform, having access to courses including opportunity to earn IBM Professional Badges, Professional Skill building, technical skills in AI and Cybersecurity and more. Open PTECH is an iterative platform, with new course offerings added often.
SIOP	Sheltered Instruction for ELL Students
GT Support	GT Training for All PTAA Faculty

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

improvement?

PTAA/Mesquite has developed a OBM Tracking spreadsheet to collect data for each cohort to collect Access, Achievement and Attainment data and uses several processes to monitor student and PTECH program progress in collaboration with the PTECH Leadership Team and our IHE that include: -Degree Audits: review of credits, academic transcripts and course status -Degree Works: describing the percentage of completion for students -Data Sharing between PTAA/IHE on student progress - Enrollment Reports (subpopulations through PEIMS indicators) -Student Progress Report Review for progress -Teacher/Professor/Counselor communication and input via email on course grade status - One on one advising by PTAA Counselor -Teacher/Student Studies with Administrator and Counselor for a more individualized approach regarding student data and progress and identifying intervention and remediation needs -Interventions such as set Tutoring Schedules, Saturday School, TSI prep and support and mentoring. Tracking Outcome Based Measures in access, achievement and attainment drives the success of our program and allows a clear picture of our strengths and weaknesses and what requires greater focus. Though the data tools in place are always important to guide a successful PTAA PTECH program, it is invaluable during this unprecedented time during the COVID pandemic to help guide student success and program shortfalls.

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 6: Student Support	Implement the Faculty Mentoring Program, assigning faculty to students within a Pathway. Faculty Mentors will follow their students from 9th grade through completion of program.
Benchmark 5: Work Based Learning	Implementing Sharp USA job shadowing and participation in Leveled Sharp Certification program being developed for PTAA students.
Benchmark 6: Student Support	Improve College Passing Rates

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://sites.google.com/view/ptaa-mesquite-benchmark1/benchmark-1>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark1/benchmark-1>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark1/benchmark-1>

Benchmark 2 Products

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

<https://sites.google.com/view/ptaa-mesquite-benchmark2/benchmark-2>

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://sites.google.com/view/ptaa-mesquite-benchmark2/benchmark-2>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark2/benchmark-2>

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://sites.google.com/view/ptaa-mesquite-benchmark2/benchmark-2>

Benchmark 3 Products

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

<https://sites.google.com/view/ptaa-mesquite-benchmark3/benchmark-3>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark3/benchmark-3>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark3/benchmark-3>

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://sites.google.com/view/ptaa-mesquite-benchmark3/benchmark-3>

Benchmark 4 Products

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

<https://sites.google.com/view/ptaa-mesquite-benchmark4/benchmark-4>

Provide a link to the academy's master schedule.

<https://sites.google.com/view/ptaa-mesquite-benchmark4/benchmark-4>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark4/benchmark-4>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark4/benchmark-4>

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://sites.google.com/view/ptaa-mesquite-benchmark4/benchmark-4>

Benchmark 5 Products

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

<https://sites.google.com/view/ptaa-mesquite-benchmark5/benchmark-5>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark5/benchmark-5>

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://sites.google.com/view/ptaa-mesquite-benchmark5/benchmark-5>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark5/benchmark-5>

Benchmark 6 Products

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

<https://sites.google.com/view/ptaa-mesquite-benchmark6/benchmark-6>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark6/benchmark-6>

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

<https://sites.google.com/view/ptaa-mesquite-benchmark6/benchmark-6>
