



# NORTHEAST EARLY COLLEGE H S

## P-TECH Renewal Application

2021-2022

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# Background

## District Affiliation

AUSTIN ISD

CD #: 227901

Region: 13

Mailing Address (Line 1): 4000 S. IH 35

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78704

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## School Affiliation

NORTHEAST EARLY COLLEGE H S

**CDC #:** 227-901-006

**Region:**

**Mailing Address (Line 1):** 7104 BERKMAN DR

**Mailing Address (Line 2):**

**City, State, Zip:** AUSTIN, TX 78752

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## Academy Information

**What is the academy name?**

Northeast Early College 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 2021-2022 school year?**

9

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

30

# Contacts

## Applicant

### Applicant 1

**Job Title**

Executive Director of High Schools

**Name Prefix**

Mr.

**First Name**

Ty

**Last Name**

Davidson

**Email**

ty.davidson@austinisd.org

**Phone**

(512) 414 4471

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## Principal

### Principal 1

**Name Prefix**

Mr.

**First Name**

Sterlin

**Last Name**

McGruder

**Email**

sterlin.mcgruder@austinisd.org

**Phone**

(512) 414 2523

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## Superintendent

### Superintendent 1

**Name Prefix**

Dr.

**First Name**

Stephanie

**Last Name**

Elizalde

**Email**

superintendent@austinisd.org

**Phone**

(512) 414-2483

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# Narratives

## Current Designations at AUSTIN ISD:

- NAVARRO EARLY COLLEGE H S - ECHS - 1617
- NAVARRO EARLY COLLEGE H S - P-TECH - 1819
- NORTHEAST EARLY COLLEGE H S - ECHS - 1112
- NORTHEAST EARLY COLLEGE H S - P-TECH - 2020
- TRAVIS EARLY COLLEGE H S - ECHS - 1516
- TRAVIS EARLY COLLEGE H S - P-TECH - 2020
- CROCKETT ECHS - ECHS - 1718
- CROCKETT ECHS - P-TECH - 1819
- ANDERSON H S - T-STEM - 1516
- LBJ ECHS - ECHS - 1112
- LBJ ECHS - P-TECH - 1819
- AKINS H S - ECHS - 1819
- AKINS H S - P-TECH - 1920
- AKINS H S - T-STEM - 1011
- EASTSIDE MEMORIAL ECHS - ECHS - 1617

## Previous Planning Year Applications at AUSTIN 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.

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# Narratives: Degrees and Credentials, Recruitment and Enrollment

## Degrees and Credentials

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

Information Technology

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

Cybersecurity

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

Cybersecurity

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

Item

Cybersecurity

What industry certifications does the academy plan to offer?

Item

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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?

No

## Recruitment and Enrollment

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

No current changes. Plans for recruitment and enrollment will continue as follows: Our plan to establish a recruitment and enrollment process that meets open enrollment requirements begins by building awareness of our program at the lower grade levels. Initially, we plan to provide information about the program and its offerings to campuses within our vertical team. From there, we plan to visit middle schools in our vertical team and provide presentations on the various aspects and opportunities of our program. Literature will be provided to all students in the 8th grade to allow them to learn further and share with parents. Information will be in both English and Spanish due to our high population of English Language Learners. Next, we plan to hold information sessions on our campus to allow students and parents to visit our facilities and learn more about the program. Once we have had an opportunity to speak to students and families, we will invite them to enroll based on their interest. All students will be considered for the program and depending on availability, will be given an opportunity to participate. Finally, we will utilize our teachers and staff to identify students with an interest in information technology and who fall under a subpopulation category or who might be considered at-risk. Our goal is to have students from all walks of life represented, while at the same time encouraging our at-risk populations to strive for success within this program.

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

### Strategic Partnerships: Business Partner

#### **Business/Industry Partner 1**

##### **Affiliation/Company**

Dell Technologies

##### **Job Title**

Education Strategist

##### **Name Prefix**

Mrs.

##### **First Name**

Snow

**Last Name**

White

**Email**

Snow.White@Dell.com

**Phone**

(512) 431 8835

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**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.**

Our articulation agreement is currently in the creation process. However, based on our work with the same industry partner over the past few years, we have been able to address the questions as best as possible. Roles and responsibilities are to be discussed with industry partners and the campus. In order to provide the best support for students, and to efficiently work together in this partnership, everyone involved will be able to understand the definition of their role while at the same time allowing for innovation within responsibilities. Through partnership meetings, the P-TECH will be able to discuss organizational responsibilities and individuals assigned to those responsibilities. In addition, yearly reviews of roles and responsibilities will occur as the partnership grows. The industry partner has agreed to provide virtual lectures and mentors to the students. Once site visits are approved and students can safely visit the corporation, these will be scheduled.

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**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.**

Our industry partner will communicate with us any opportunities for students to pursue experiences that directly relate to their studies and career aspirations. As a Global Competitor in educational solutions, Dell is at the forefront of activities that support student learning. Northeast Early College High School plans to have clubs for students to participate in computing and information technology. By working with our partner, we will be able to coordinate staff members on the industry end to be involved in such clubs and activities. We also anticipate having our industry partner engage with our students virtually to offer support during clubs or organizations. In addition, students will be able to ask questions virtually to the industry partner to seek support.

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**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.**

We are very fortunate to have our industry partner, Dell, a few minutes away from our campus. This allows for students to have access to their facilities with a short bus ride. Working with Dell, we will be able to schedule tours of various facilities on their campus. In addition, they have agreed to allow us to use their resources to engage students with information technology. In regard to work-based learning facilities, our industry partner has worked with our campus to help renovate part of our building to better model an actual work setting. Through their consultation, we have been able to construct an area to mimic their own and allows for a seamless transition for our students from school to career. We

anticipate that much of our work-based learning will be virtual at first. We plan to have virtual sessions for our students to access resources. We will also have a mentoring program for our students where our industry partner will help match a mentor with a student and provide an online platform for mentors and mentees to interact with each other.

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

The Austin ISD covers all transportation fees and costs for students to engage and attend industry partner sponsored activities. We will utilize district busses and work with the transportation department to schedule any requests. In the event that a learning activity requires transportation beyond what is possible with district busses, we will work with our industry partner to find other opportunities.

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## 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.**

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### **IHE Partner 1**

**Affiliation**

Austin Community College

**Name Prefix**

Mrs.

**First Name**

Mison

**Last Name**

Zuniga

**Email**

mzuniga@austincc.edu

**Phone**

(512) 223 7063

**Job Title**

Interim Associate Vice President College and High School Relations

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**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.**

All courses necessary for students to attain an Associate Degree in Applied Science are available to Northeast P-TECH students through our IHE partner Austin Community College (ACC). Austin ISD and ACC have established a 4 year crosswalk of courses that addresses the IHE Blueprint requirement regarding curricular alignment and course of study that enables students to take coursework that satisfies high school graduation requirements while earning an associate degree by the end of their senior year. The P-TECH crosswalk is evaluated and is adjusted regularly to determine potential changes for program improvement. ACC is responsible for delivery for all P-TECH dual credit courses, as well as for additional sections to facilitate the goals of the P-TECH.

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**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**

ACC is responsible for the delivery of college services and for providing support assistance to Northeast P-TECH. This support comes not only from the delivery of instruction, but also through the services designed to improve student retention and completion rates, and provide the guidance necessary for a successful transition from an associate degree to a bachelor's degree. These services include access to all ACC facilities, including libraries, study rooms, learning labs, and guidance staff. In addition, ACC provides electronic resources delivered via technology for all P-TECH students. ACC hosts early college events such as the Junior January Jumpstart (J3) Conference, which features a scholarship fair and workshops geared to early college juniors specifically to address the transition to a four year degree. Our agreement also stipulates that ACC will post final grades for P-TECH students no later than the Wednesday after the close of each semester, which provides for timely intervention if adjustments to individual student plans need to be made. Each P-TECH student participates in the Midterm Advisement meeting involving the student, the ACC academic advisor assigned to the campus, and the P-TECH coordinator. Topics covered include student progress, next course(s), a review of transferability to 4 year institution, and academic coaching on topics such as time management, organization, tutoring, and the effective use of online tools.

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**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 agreement between AISD and ACC stipulates that all classes, except for the first one, will be taught on an ACC campus. AISD will provide transportation for P-TECH students to and from the ACC campus where they are enrolled. In addition, AISD will provide transportation for up to six visits per year for any P-TECH student providing them with access to the testing center, academic advisement and career exploration services. If the agreement between AISD and ACC is terminated prior to the expiration of the term, the P-TECH student cohorts enrolled at the time of termination will be able to complete the program as designed through the date of their expected high school graduation.

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**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 data sharing agreement specifically details the student information the district will provide ACC and identifies the shared data to include the following: student name, grade level, date of birth, endorsement area, address, email, test scores, credit attempted/earned, GPA, and TSI readiness by grade level. This information is provided electronically in a template designed by ACC. In addition, ACC is required to provide the following to AISD: postsecondary transition rates to institutions of higher learning, dual credit enrollments by AISD campus per semester, and success outcomes. Upon written request ACC will also provide articulated credit attainment information and college major selections. ACC will use an early alert system to identify P-TECH students at-risk of not completing coursework to provide the P-TECH Coordinator time to effectively structure support for the student.

## 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

Dell Technologies

# Narratives: Regional Workforce Alignment, Work-Based Learning

## Work-Based Learning

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

### 9th Grade Activities

Virtual speaker series

Virtual tour of Dell

Dell Mentors whole group

## 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

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Cybersecurity Personnel

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Network Analysts

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## 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

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

WECM

AGCM

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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?

Our IHE, currently provides sufficient professors and seats allowing our students to take classes exclusively at ACC, with the exception of the first course taken on our campus which is taught by an adjunct. Qualified campus staff may be presented as potential candidates to fill any dual credit openings that could be taught on our campus. While ACC establishes the requirements for teachers to be hired as adjunct staff, even when approved, the campus might not be able to cover the loss of regular course sections in the master schedule. This impact minimizes as P-TECH cohorts increase in size. In an effort to get P-TECH students served by instructors who are adept at working with high school students, we encourage and support staff members to participate in professional development opportunities that enhances their ability to potentially serve as an adjunct professor for our P-TECH students. Also, as part of our hiring practice, potential applicants are screened for consideration as a potential adjunct professor. Austin ISD and ACC are in constant communication regarding the course

offerings and staffing needs based on current and projected enrollment to ensure that we have the ample sections to serve our P-TECH students.

**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
AVID (Advancement Via Individual Determination)	Our campus uses AVID strategies schoolwide, ensuring all students have access to the skills required for meeting the demands of college-level coursework and communication
Evening Open Lab	The campus library stays open late every Tuesday and Thursday for student use. Students have access to teachers for academic support, as well as access to technology and study space.
Campus Tutorial Program	Students who struggle in college courses match with a high school teacher for tutoring and reinforcement of concepts.
FIT (Flexible Instructional Time) / Work Block	P-TECH students use this time to meet in study groups, meeting with teacher, tutors, or support staff, and have access to an open lab for studying, writing, working, and printing assignments.
Partnership with Austin Partners in Education (APIE)	Students struggling to meet qualifying scores on the TSI test match with an APIE advocate for specific targeted instruction in their area of need.
Friday Study Groups	Fridays are used for study groups, check-ins with P-TECH Coordinator, meeting with their ACC professors during their office hours, and engaging with ACC's academic coaches and tutors, and catching up with high school work.

**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
Family Resource Center (FRC)	The FRC recruits community partners for donations that will aid our students and families in need in basic needs such as utility assistance, gift cards, coats, clothes, hygiene products, food, baby items, books, furniture, etc...
SEL / Homeroom Lessons	Lesson impart skills that students practice to enhance the emotional intelligence of the school. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.
Gear Up	Students meet with GEAR UP facilitators about grades, attendance, and academic performance.
College and Career Center	Staffed by a high school counselor, the college and career center helps students register for SAT/ACT/TSI tests, complete college applications, complete FAFSA/TASFA, select best-match colleges, and meets any other needs as they complete their postsecondary plans.
Parent Support Specialist	Promote, facilitate and develop purposeful parent and family engagement.
Communications and Outreach	Develop and conduct outreach channels for our families to connect with the district and community organizations.
College Readiness	The students are tutored, take practice tests, receive feedback, and are guided through test registration.
Communities in Schools	This organization helps support students with immediate needs like food or clothing to more complex ones like counseling, support groups, or emotional support.

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

Access data helps us create targeted outreach and recruitment events to identified subgroups. These groups tend to need more than a general information meeting or event, and by analyzing our access data, we can then reach out to partners at our vertical schools or community partners who give us access to these families. To ensure that our program opens opportunities to more males and more student's labeled "at risk," we can work within this network to create additional and uniquely tailored recruitment for these two demographics, in addition to the outreach currently scheduled. Attainment data helps us target student groups in need of additional supports in order to achieve academic success with their college level coursework. For our program at Northeast ECHS, analyzing our attainment data showed us that we need to increase our Math readiness by the end of the sophomore year. Math teachers hold TSI prep sessions during our Flexible Instruction Time. Using TSI diagnostic report data, students are targeted based on the skills being covered. By coordinating the efforts of the Math teachers on campus, a schedule can be created that allows students to have an opportunity every week to get target Math TSI instruction. Additionally, we offer expanded academic programming before and after school to ensure that we offer the class at a time that works for our students who balance afterschool jobs or commuting.

# 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: Target Population	Recruiting the subpopulations of at-risk students. Northeast ECHS program will continue to provide opportunities for students who are not exposed to post-secondary instruction, college readiness culture, and advanced academic services. Additionally, recruitment to the program will invite parents of at-risk students to collaborate in the goals and process designed for academic growth and achievement.
Benchmark 4 Curriculum and Support	We believe a bootcamp-style academic coaching workshop in what to expect and how to be successful in the specific classes they have coming up will help more students succeed. Next summer, the focus will be on classes where we've had the most failure or withdrawal rates.
Benchmark 5: TSI	We have had success in our Summer Bridge TSI preparation efforts, in collaboration with Austin Partners in Education (APIE).

# 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://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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## Benchmark 2 Products

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

<https://northeastechs.austinschools.org/node/118>

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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://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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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://northeastechs.austinschools.org/node/118>

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## Benchmark 3 Products

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

<https://northeastchs.austinschools.org/node/118>

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

<https://northeastchs.austinschools.org/node/118>

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

<https://northeastchs.austinschools.org/node/118>

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**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://northeastchs.austinschools.org/node/118>

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## Benchmark 4 Products

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

<https://northeastchs.austinschools.org/node/118>

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

<https://northeastchs.austinschools.org/node/118>

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

<https://northeastchs.austinschools.org/node/118>

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

<https://northeastchs.austinschools.org/node/118>

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**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://northeastechs.austinschools.org/node/118>

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## Benchmark 5 Products

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

<https://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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**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://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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## Benchmark 6 Products

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

<https://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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

<https://northeastechs.austinschools.org/node/118>

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