FLOYDADA H S

P-TECH Renewal Application

2023-2024

Contents

Background

District Affiliation

FLOYDADA ISD

CD #: 077901
Region: 17
Mailing Address (Line 1): 226 W CALIFORNIA ST
Mailing Address (Line 2):
City, State, Zip: FLOYDADA, TX 79235

School Affiliation

FLOYDADA H S

CDC #: 077-901-001
Region:
Mailing Address (Line 1): 215 N WHITE ST
Mailing Address (Line 2):
City, State, Zip: FLOYDADA, TX 79235

Academy Information

What is the academy name?

Floydada Collegiate 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?

9
10
11
12
13
14

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

10

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

10

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

5

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

5

Enter the number of students that you plan to serve in 13th grade.

3

Enter the number of students that you plan to serve in 14th grade.

3

Contacts

Applicant

Applicant 1

Job Title

Dean of Academic Affairs

Name Prefix

Ms.

First Name

Shauna

Last Name

Lane

Email

slane@floydadaisd.esc17.net

Phone

8064076245

Principal

Principal 1

Name Prefix

Ms.

First Name

Dara

Last Name

Ware

Email

dware@floydadaisd.esc17.net

Phone

8069832340

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Gilbert

Last Name

Trevino

Email

gtrevino@floydadaisd.esc17.net

Phone

8069833498

Narratives

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.

Business Marketing Finance
Education and Training
Health Science
Law & Public Service
STEM

Select the Program(s) of Study your academy plans to offer.

Business Management

Select the Program(s) of Study your academy plans to offer.

Early Learning
Teaching and Training

Select the Program(s) of Study your academy plans to offer.

Healthcare Therapeutic

Select the Program(s) of Study your academy plans to offer.

Law Enforcement

Select the Career Cluster(s) that your academy plans to offer.

Renewable Energy

Which of the following credential(s) does the academy plan to offer students?

AD
PSC
IC

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

Item

Teacher Education

Criminal Justice

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

Item

Business

Other

What industry certifications does the academy plan to offer?

Item

Certified Nurse Aide/Assistant (CNA)

Educational Aide I

Microsoft Office Expert Word

Microsoft Office Expert Excel

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
AA Teaching	Texas Tech University	B.S. Education
AA Criminal Justice	West Texas A&M University	B.A./B.S. Criminal Justice
AAS General Business	West Texas A&M University	Bachelor of General Studies

Recruitment and Enrollment

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

open enrollment requirements.

Floydada Collegiate I.S.D. P-TECH will be a true open-enrollment academy. Enrollment and recruitment decisions will not be based on state assessments, discipline, teacher recommendation, parent or student essay, GPA, or other enrollment criteria that would create barriers for student enrollment. Through academic counseling with our Academic Advisor, social media, school website, newspaper, local radio stations, and community business organizations, information will be distributed to recruit students of all race, ethnicity, and socio-economic status student groups. Academic Advisors will use student interest inventories, surveys, workforce needs, guest speakers from business/industry, program leaders/educators to educate students/parents on options and advantages of enrolling in offered programs of study while at FCISD. Interested students will complete an application for the PTECH program to help with advisement and placement. The district will work closely with community, business, and IHE partners to sustain viable pathways for coursework, work-based learning opportunities, and ultimately college/career recruitment. It is the full intention of FCISD to encourage every student to engage in a pathway that leads to college, career, or military readiness with a certification or credentialed skill while in high school or within 2 years of graduation. Advisement will focus on connecting high school pathway entry and exit points for industry certifications, 2-year, 4-year degrees, and career goals in relation to high demand, high wage career paths.

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

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Floydada Economic Development Center

Job Title

Director

Name Prefix

Mr.

First Name

Ryan

Last Name

Crowe

Email

director@floydadaedc.com

Phone

806-685-0118

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.

FCISD's MOU with Floydada Economic Development Corporation establishes that the main role and responsibility of this industry partner is to serve as the primary point of contact in the advisement and development of pathway offerings that best align to meet the needs of the Floydada and Regional area labor market for high demand, high wage careers. FEDC will provide essential contacts for supporting teachers, mentors, and students enrolled in pathways through the FCHS P-TECH program. Providing access to business and industry contacts and partners to create various WBL opportunities (such as facility visits, guest speakers, presentations on pathway connections to careers, job shadowing, internships, and externships) and resources to help with recruitment, support, and completion of P-TECH programs is another essential role FEDC will fill. FEDC will also advise both FCISD and business/industry partners on workplace roles and responsibilities for future WBL placements and/or internships.

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 MOU specifies that FEDC will support directly and/or indirectly through business and community contacts student activities such as clubs, CTE organizations (TAFE, BPA, FFA, etc.), competitions, and special initiatives by mentorship of projects and contests, possibly judging contest or practice events and providing feedback relative to industry and career standards.

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.

FEDC will help communicate to business and industry leaders the program intent and possibilities for increasing educational attainment and skilled, credentialed employees as an asset to the local and regional business and industries. FEDC will serve as a liaison for FCISD and local business partners to ensure students who are in a P-TECH program and have received education and/or work based training from a partner have the opportunity to apply for jobs for which the student is qualified and are available upon the student's completion of the program.

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

Transportation for P-TECH programs, courses, work-based learning activities, and internships will be under the discretion of FCISD and not the responsibility of industry partners. FCISD will work to ensure students have a viable way to engage with business and industry partners in a meaningful way in order to meet program and course requirements and intent.

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

South Plains College

Name Prefix

Mr.

First Name

Ryan

Last Name

Fitzgerald

Email

rfitzgerald@southplainscollege.edu

Phone

806-716-2542

Job Title

Dean of Dual Enrollment/Distance Ed and Director of Institutional Research and Reports

---

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.

South Plains College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and proficiency certificates. Only college-level academic courses approved by Academic Council at the College, listed in the most recent edition of the Academic Course Guide Manual and identified by South Plains College as part of the College's core curriculum, a state-approved field of study or designated as foreign language, in addition to any courses listed in the Workforce Education Course Manual which lead to the completion of a technical certificate or degree, will be considered for dual credit. The College does not offer remedial or developmental courses for dual credit. A course equivalency crosswalk which equates high school courses with college courses offered through the dual credit program will be made available on the college and district website.

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

To ensure student success, the College will provide dual credit students with the same access to academic advising, counseling, tutor services, and library resources that it provides to other college students. High school personnel will assist College personnel with advising, registration and enrollment support services. The College will provide annual updates to high school counselors. Appropriate credit will be transcribed immediately upon a student's successful completion of the course. High school students are considered college students if they are enrolled in a college course.

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.

Based on FCISD and SPC location, courses are conducted via two-way interactive video, in an online format via the internet, or at the high school. When the course is offered at the High School, the High School will provide facilities and equipment, as needed. For ITV classes sent to remote classrooms, and online courses, the School District agrees to comply with the published South Plains College semester schedule. High school students are expected to comply with the College's attendance policy. Transportation for P-TECH programs, courses, work-based learning activities, and internships will be under the discretion of FCISD and not the responsibility of the IHE. FCISD will work to ensure students have a viable way to engage in coursework in order to meet program and course requirements and intent.

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

At a minimum, all individuals teaching dual credit courses must meet the Southern Association of Colleges and Schools Commission on College (SACSCOC) guidelines for community college faculty. FCISD teachers who teach dual credit courses will be considered adjunct faculty and are required to adhere to departmental and divisional policies regarding grading, institutional syllabi, textbooks, assignments and curriculum. College personnel report final grades, while numeric grades are furnished to the high school at the end of the semester. College personnel only report mid-term and final grades and do not provide "fail" notices to districts for UIL purposes. Numeric grades will be furnished to the high school at the end of the semester. Information on student progress is made available to the district/facilitators upon request and SPC has instituted a Blackboard Observer roll for all dual credit faculty which will provide realtime access to student progress in courses. Adjunct instructors are also required to comply with the College's FERPA requirements and policies regarding the disclosure of student information. A P-TECH Success Coach has been added to help monitor and track student progress in courses, and an Academic Advisor is overseeing pathway plans, enrollment, transcripts, and academic advising based on pathway requirements.

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

Floydada Economic Development Corporation

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

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

9th Grade Activities

Career Interest Inventory/Exploration/Advisement

College/Career Guest Speakers/Presentations

College/Career Day Visits

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

10th Grade Activities

Career Interest Inventory/Exploration/Advisement

College/Career Guest Speakers/Presentations

College/Career Day Visits

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

11th Grade Activities

College-Career Advisement/Guest Speakers

College/Career Day Visits

Job Shadowing/Internship/Practicum

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

12th Grade Activities

College-Career Advisement/Guest Speakers

College/Career Day Visits

Job Shadowing/Internship/Practicum

Add up to three activities offered to 13th grade students.

13th Grade Activities

College-Career Advisement

Internship

Add up to three activities offered to 14th grade students.

14th Grade Activities

College-Career Advisement

Internship

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

Elementary and Secondary Educators

Nursing/Healthcare Professionals
Regional High-Demand Occupation

Renewable Energy Technician and Sales

Police and Sheriff's Patrol Officers

General and Operations Managers

Narratives: Advanced Academics

Advanced Academics

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

DC

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

WECM
AGCM

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

Finding educators with credentials and qualifications to meet the SACSCOC requirements has been a challenge. FCISD has worked closely with SPC and Texas Tech University to develop a pathway for dual credit faculty expansion that outlines a pathway for a graduate level credential that meets the requirements. This is being funded by TCLAS 9c through May of 2024. There are currently 6 FCISD faculty members pursuing a graduate level degree in order to be qualified to teach dual credit in the P-TECH program.

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
Academic Advising	HS Counselor works closely with SPC, student, and parent to develop individualized, college and career focused graduation plans
Dual Credit Facilitators	Dual credit facilitators and class periods are provided for all dual credit courses not being taught by FCISD staff. Facilitators ensure resources are available to access course content, and help with student study skills/pacing management
Night School	Night school is available 4 days a week for any students needing time and access to support, technology, or uninterrupted time to focus on and complete courses/assignments
TSI Bootcamp/Summer Bridge	FCISD and SPC provides a summer bridge program to prepare students for engaging college level coursework. Summer Bridge includes career exploration and TSI prep particularly for Math, opportunities to meet SPC faculty and develop necessary college success skills.
Dual Credit Student Orientations	Academic advising sessions, teaching students to navigate Blackboard and the online learning environment, and online course schedule.
Online Tutoring for Dual Credit Students	SPC offers free on-line tutoring for all dual credit students
P-TECH Success Coach	P-TECH Success Coach works with the Academic Advisor, DC Facilitators to ensure students have what they need to be successful. This position also monitors and works individually with students to intervene and/or provide additional support as needed.

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
AVID Program	AVID strategies (WICOR) are embedded into schoolwide courses to support students being challenged at higher levels. Focused-Note Taking processes and Collaborative Structures have been a focus of the campus. 7th and 8th grade students are taking a full AVID Elective for the 22-23 school year to hep prepare them for P-TECH pathways in high school.
SEL Program	Social Emotional Learning tiered system of support to address student social/emotional needs and skill building for life social and emotional coping skills
EDUC 1300 Requirement	Academic strategies course that helps students understand the psychology of learning, motivation, and how to be successful in the classroom.

Activity	Description

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

FCISD has used student interest assessments, labor market information, and district resources to inform development of initial P-TECH programs and pathways. Student demographic data will be evaluated to ensure at-risk students are engaging in/accessing a P-TECH pathway that is a best match with their personal and career interests and goals. Previous data indicates that while 100% of graduates meet CCMR requirements, only about 54% actually enroll in post-secondary directly after high school. Only about half of those students actually complete a secondary credential in a reasonable 4-6 years. Before engaging in P-TECH processes, only 11th and 12th grade students had access to dual credit programs. We have and will continue to recruit, monitor, and support dual credit enrollment and credential attainment in an effort to improve program access, retention, and successful completion within high school or within 2 years post-secondary. Current data reflects, that in a given semester, 40%-65% of students 9th-12th are engaged in dual credit courses. Focus will be on monitoring success rates in order to ensure proper supports are in place as early as 9th grade to support students social-emotional and academic needs while engaging in P-TECH programs and building life-long learning habits.

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
P-TECH Recruitment/Enrollment	Develop a clear vision, mission, and message to communicate to students and parents on benefits of P-TECH. Identify at-risk, economically disadvantaged, and students with disabilities that are strong candidates for P-TECH enrollment and persistance.
TSI Criteria	Improve the percent of students meeting TSI criteria in ELA/Math so that they are eligible to engage in all dual credit courses required for a degree plan and complete an associate degree and/or bachelor degree...
Work-based Learning	Develop WBL opportunities with business and industry partners that align with designated programs of study, and supports the goals of the P-20 model at elementary, middle, and high school grade levels.

Narratives: Benchmark Products

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

https://www.floydadaisd.esc17.net/page/p-tech