CHAPIN H S

P-TECH Renewal Application

2024-2025

Contents

Background

District Affiliation

EL PASO ISD

CD #: 071902
Region: 19
Mailing Address (Line 1): P O BOX 20100
Mailing Address (Line 2): EL PASO COUNTY
City, State, Zip: EL PASO, TX 79998

School Affiliation

CHAPIN H S

CDC #: 071-902-012
Region:
Mailing Address (Line 1): 7000 DYER ST
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79904

Academy Information

What is the academy name?

Chapin High School P-TECH

Please list the primary website address associated with the P-TECH campus.

episd.org/chapin

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.

Do you plan to be a 4, 5 or 6 year academy?

4

Please report the number of years that the academy has been serving students as of 2022-2023. Please note that the number of years does not include the planning year.

1

Grade Levels Served

What grade level(s) does your academy plan to serve in 2024-2025?

9
10
11

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

125

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

125

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

125

Contacts

Applicant

Applicant 1

Job Title

College Career Military Readiness Advisor (CCMR)

Name Prefix

Ms.

First Name

Rebecca

Last Name

Nassi

Email

mrnassi@episd.org

Phone

915-236-4400

Superintendent

Superintendent 1

Name Prefix

Ms.

First Name

Diana

Last Name

Sayavedra

Email

disayave@episd.org

Phone

915-230-2576

Superintendent's familiarity with the P-TECH model

1-5 years of experience

Campus: P-TECH School Leader

Campus: P-TECH School Leader 1

P-TECH School Leader Name Prefix

Ms.

P-TECH School Leader First Name

Ragen

P-TECH School Leader Last Name

Chappell

P-TECH School Leader Job Title

Principal

P-TECH School Leader E-mail

rgchappe@episd.org

P-TECH School Leader Phone Number

915-236-4400

P-TECH School Leader familiarity with the P-TECH Model.

1-5 years of experience

Campus: P-TECH Counselor

Campus: P-TECH Counselor 1

Name Prefix

Mrs.

P-TECH Counselor First Name

Shaena

P-TECH Counselor Last Name

Stewart

P-TECH Counselor E-mail

srsaiz@episd.org

P-TECH Counselor Phone Number

915-236-6448

P-TECH Counselor familiarity with the P-TECH Model.

1-5 years of experience

Campus: P-TECH PEIMS Coordinator

Campus: P-TECH PEIMS Coordinator 1

Name Prefix

Mrs.

P-TECH PEIMS Official First Name

Lili

P-TECH PEIMS Official Last Name

Montoya

P-TECH PEIMS Official E-mail

ldiaz@episd.org

P-TECH PEIMS Official familiarity with the P-TECH Model.

1-5 years of experience

Campus: Grant Writer or Third-party Assistance

Does the campus have a Grant Writer or Third-party person?

Yes

Campus: Grant Writer or Third-party Assistance 1

Name Prefix

Mr.

First Name

Daniel

Last Name

Vasquez

Affliation

Director Federal State Programs and Development, El Paso Independent School District

E-mail

dfvasque@episd.org

Grant Writer or Third-party person's familiarity with the P-TECH Model.

1-5 years of experience

IHE

Does the campus have an established partnership with an IHE partner?

Yes

IHE Primary Partner Leader 1

Affiliation

El Paso Community College

Name Prefix

Dr.

First Name

William

Last Name

Serrata

Email

wserrata@epcc.edu

Phone

915-831-6511

Job Title

President, El Paso Community College

IHE Leader's familiarity with the P-TECH Model.

5+ years of experience

IHE Partner Coordinator 1

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

Affliation

Dean of Dual Credit and Early College High Schools, El Paso Community College

E-mail

mbadill4@episd.org

IHE Coordinator's familiarity with the P-TECH Model.

5+ years of experience

Primary Business/Industry Partner

Business and Industry Partner 1

Affiliation/Company

El Paso Independent School District/Information Technology Department

Job Title

Superintendent

Name Prefix

Ms.

First Name

Diana

Last Name

Sayavedra

Email

disayave@episd.org

Phone

915-230-2576

Business/Industry Partner's familiarity with the P-TECH Model.

1-5 years of experience

Workforce Development Board

Has the Academy worked with a regional workforce board or other relevant organization to establish regional workforce needs that the P-TECH academy could serve?

Yes

Primary Workforce Board/Other Contact Information. 1

Affliation/Organization

Workforce Solutions Borderplex

Name Prefix

Ms.

First Name

Nicole

Last Name

Dominguez

Phone

915-887-2600

E-mail

nicole.dominguez@borderplexjobs.com

Job Title

Career Outreach Specialist

Workforce Board/Other's familiarity with the P-TECH Model.

Somewhat Familiar

Military

Will your academy partner with Armed Forces Recruiters regarding post-secondary career options for students?

Yes

Please select the Armed Forces group(s) that you will work with regarding post-secondary career options for students. Select all that apply.

Army
Navy
Air Force/Space Force
Marines
Coast Guard
Texas National Guard

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: Curriculum and Support, Progress Monitoring

Curriculum and Support

Provide examples of how the campus plans to provide all students with a system of academic supports in 2024-2025. List activities and brief descriptions of the activities. Add a new row for each provided service. (For more information please refer to the P-TECH Blueprints: 5.2; 5.3)

Activity	Description
Summer Bridge Programs	Chapin STEM-Tastic Camp and P-TECH Bridge Camp will introduce students to P-TECH and STEM related activities with guest speakers, student presentations, college and career fair exhibits.
Intercession Support	Chapin will provide additional core course, P-TECH specific, and EPCC dual credit tutoring. Campus Teaching Coaches (CTC), College Career Readiness Advisor, and selected teachers will identify, invite, and tutor students during the first 3 days of fall and spring intersessions. Currently time slots are from 8:45-11:45. Students will receive individual and small group tutoring.
TSIA2 Test Preparation and Testing	Chapin will provide skills based practice prior to TSIA2 testing opportunities. Campus advisory groups will work with the campus testing center to identify testing support resources. Campus advisory is currently scheduled for every school day.
School-based tutoring and mentoring	Throughout the school year, Chapin will provide additional tutoring support from certified faculty for P-TECH student-specific tutoring needs.
Advanced Placement Testing Preparation	Chapin provides after school and weekend test preparation sessions for all Advanced Placement (AP) students, to include mock testing opportunities at least once per semester.
Post-Secondary college and career presentations	Campus College Readiness Military Advisor (CCMR) Advisor will plan P-TECH specific presentations from university and work place recruiters.
Lunch and Learn Activities and Mentoring	P-TECH Teacher Leader, with support from other P-TECH teachers will plan and conduct thematically linked lunchtime mini-sessions and peer mentoring activities for P-TECH cohorts.
CTE based Field Trips	District EPISD CTE facilitators will collaborate with campus P-TECH leadership to implement in-house and off campus field trips to workplace sites for career

Activity	Description

exploration activities.

Provide examples of how the campus plans to provide all students with a system of career and college supports in 2024-2025. List activities and brief descriptions of the activities. Add a new row for each provided service. (For more information, please refer to the P-TECH Blueprints: 5.4; 5.7)

Activity	Description
FAFSA Night	CCMR Advisor, Professional School Counselors, CTE Campus Magnet Coordinator and P-TECH Lead Teacher will work with EPCC and UTEP for financial aid support sessions, to include FSA ID, TAFSA, and FAFSA application preparation.
College Night Events	CCMR Advisor, Professional School Counselors, CTE Campus Magnet Coordinator and P-TECH Lead Teacher will work with TACRO to plan personalized college representative visits from recruiters.
Student Services Provided By EPCC	EPCC provides an EPCC ID which will allow students open access to EPCC's online library databases, materials, and resources. P-TECH students will have access to on-campus EPCC tutoring centers, Academic Computer Services labs, and libraries. P-TECH students will also have appropriate log-ins to access EPCC Library resources.

Provide examples of how the campus plans to provide all students with a system of behavioral and mental health supports in 2024-2025. Add a new row for each provided service. (For more information please refer to the P-TECH Blueprints: 5.5)

Activity	Description
Intervention Outreach	Chapin Graduation Coach, CTE Campus Magnet Coordinator, CCMR Advisor, P-TECH Counselor, and Professional School Counselors will meet with individually and in small groups with P-TECH students in rotations to review time management skills, career inventory, community service opportunities, and peer mentoring opportunities.
Advocacy Guides for Self-Learning and Self-Management	Professional School Counselors, Special Education Instructional Coaches, Education Diagnosticians, and P-TECH teachers will coach students to understand and explore resources available to them through the college's Center for Students with Disabilities.

Provide examples of how the campus plans to provide all students with enrichment supports in 2024-2025. Add a new row for each provided service. (For more information, please refer to the ECHS Blueprints: 5.6)

Activity	Description
Captain's Club Representatives	Each semester, at least 2 grade level representatives will attend the new Chapin Captain's Club for leadership, campus pride, and campus service opportunities.

Activity	Description
	Those students will report back to their P-TECH "constituents" to share information and opportunities regarding campus events.
Recognition Patches, Cords	Students will earn recognitions patches (for letterman or other personal wear) for each certification they earn; each dual credit class they pass. Students will earn cords based on successful dual credit course completion, to be worn at Cohort Graduation Ceremony
STEM Competition Opportunities	P-TECH students will have opportunities to participate in campus and community STEM based competitions, and actively represent both the P-TECH program and the Chapin campus.

Progress Monitoring

What indicator did you find more challenging in regard to the outcomes-based ACCESS data measures in 2022-2023?

Economically-Disadvantaged Students: No more than 20% under district (grades 9-12)

How confident are you that you will reach the outcomes-based ACCESS data measures for designation status in 2024-2025?

Somewhat Confident

Describe how your academy will use the outcomes-based ACCESS data for program improvement and what additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Using the previous years' Access data, P-TECH recruitment teams will expand networking with feeder pattern schools to better identify target groups from middles schools who have demonstrated interest in STEM based study and careers. Middle school career inventory results can be shared from guidance counselors to the P-TECH campus. Current campus population includes military dependents schedule for transfer to El Paso Independent School District. Networking with the Family and Community Engagement Department will allow better opportunities for outreach the Military Liaisons from other military posts while strengthen our connections with our Partners in Education at Fort Bliss Military Installation.

Select the three data indicators that your campus is prioritizing in 2024-2025 to reach ACHIEVEMENT designation status.

2
4
6

How confident are you that you will reach the outcomes-based ACHIEVEMENT data measures for designation status in 2024-2025?

Confident

Describe how your academy will use the outcomes-based ACHIEVEMENT data for program improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

This year's development and implementation of advisory materials have allow better instructional supports for students by grade level, by Advanced Academic course options, and by P-TECH cohort. Resources include surveys, College Board AP Classroom activities, online test preparation support, and social, emotional learning (SEL) modules activities. Smaller group presentations for college readiness, financial aid exploration and support as well as work place interview and resume skills provide more individualized attention to students seeking to improve both academic and college/career based skills.

Select the three data indicators that your campus is prioritizing in 2024-2025 to reach ATTAINMENT designation status.

2
6
7

How confident are you that you will reach the outcomes-based ATTAINMENT data measures for designation status in 2024-2025?

Confident

Describe how your academy uses the outcomes-based ATTAINMENT data for program improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Moving into year 3 of the P-TECH model requires that we expand professional development opportunities for campus educators so that campus instruction can expand dual credit learning platforms for students. By next year, Chapin plans to include both face-to-face instruction and facilitated instruction of virtual courses, thereby increase students' opportunities to earn more transferable credits from El Paso Community College. Furthermore, a unified, shared database of student demographics, achievement and attainment benchmarks will facilitate more efficient identification for students graduation goals.

Narratives: Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

The P-TECH academy shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry-based certification during grades 9-14.

Select the endorsement(s) that your academy plans to offer in 2024-2025. Select all that apply.

1

Below is a list of all Career Clusters. Select the Career Cluster(s) you plan to offer the PEIMS-coded P-TECH academy plans to offer to P-TECH students in 2024-2025. Select all that apply.

STEM

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

Cybersecurity

Please select the Top 1-3 Program(s) of Study (POS) that the PEIMS-coded P-TECH academy will offer based upon PROJECTED STUDENT ENROLLMENT in 2024-2025.

Item

STEM: Cybersecurity

Will your academy ADD any P-TECH Program(s) of Study in 2024-2025?

No

Will your academy DELETE any P-TECH Program(s) of Study in 2024-2025?

No

Which of the following degrees, certificates, or certifications does the academy offer in 2024-2025? Select all that apply.

AD
PSC
IBC

What associate degree(s) does the academy plan to offer in 2024-2025? Select all that apply.

Item

Computer Science

Will your academy ADD DEGREES in 2024-2025?

No

Will your academy DELETE DEGREES in 2024-2025?

No

What level 1 and level 2 postsecondary certificate(s) provided by an IHE does the academy plan to offer in 2024-2025? Select all that apply.

Item

Computer/Computer Systems Technology/Technician

Computer Systems Networking and Telecommunications

Will your academy ADD Level I or Level II certificates in 2024-2025?

No

Will your academy DELETE Level I or Level II certificates in 2024-2025?

No

Please list the Industry-Based Certification(s) (IBC) the academy plans to offer in 2024-2025?

Item

Autodesk Certified Professional Fusion 360

CodeHS Python Level 1 Certification

CompTIA IT Fundamentals+

Cisco 200-201 CBROPS - Understanding Cisco Cybersecurity Operations Fundamentals

CompTIA Network+

CompTIA Security+

CompTIA A+ Certification

Cybersecurity Fundamentals

Will your academy ADD any Industry-Based Certification(s) in 2024-2025?

No

Will your academy DELETE any Industry-Based Certification(s) in 2024-2025?

No

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
	University of Texas at El Paso	BS Computer Science
Associate of Arts Computer Science	El Paso Community College	

Recruitment and Enrollment

Please outline the established plans for the recruitment and enrollment process that meets the open enrollment requirements. (For more information, please refer to the P-TECH Blueprints: 3.1)

The P-TECH will have open enrollment and be advertised to all EPISD students, with a primary focus on feeder patterns in the northeast quadrant of EPISD, as the P-TECH feeder zone. Students will complete online interest surveys as well as classroom surveys from middle school campus recruitment visits. Out of district applicants will complete similar online surveys. All applications will be stored in form and spreadsheet files, to be shared as needed with leadership team and recruitment staff and counselors. If more students apply than seats are available, a weighted lottery rubric will be created to establish an order of intake that reserve seats for students who are designated as at risk by the state of Texas, first generation college going, and socioeconomically disadvantaged students. A waiting list of applicants will be kept in order priority, with the most underserved at the top of the list based on scored criteria; as students decline invitations to the program, or opt-out, the next students on the list will be offered the position. In addition to the established plans for the recruitment and enrollment process that meets open enrollment requirements, targeted marketing strategies by regional P-TECH programs will be created to actively personalize and individualize invitations and share presentations with students and families at each campus that meet the at-risk and socioeconomically disadvantaged criteria.

When does your campus begin the primary recruitment phase of 8th grade students?

November-January

When does your campus inform the majority of your students of their acceptance into the program?

November-January

What month(s) does your campus offer the Summer Bridge program(s)? Select all that apply.

June
July

Please select the Top 3 reasons why you believe your students will choose to enroll in your academy in 2024-2025.

3
4
5

What additional technical assistance could be helpful related to the recruitment and enrollment process in 2024-2025?

The next year brings more opportunities to include El Paso Community College (EPCC) instructors at larger district and campus recruiting events. As the support team grows, seeing more of the P-TECH stakeholders at events lends more credibility and support to all cohorts. In addition to general, orientation based field trips to explore the campus and basic student services, more specialized field trips to meet and interview instructors about future course options would allow students to share better ownership of their programs of study and provide a stronger foundation of interaction between high school students, staff and their collegiate counterparts.

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

Strategic Partnerships: IHE

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement. Courses of study, which enables a student to combine high school courses and

college-level courses with the goal to earn an associate degree or up to 60 semester credit hours toward a baccalaureate degree. (For more information, please refer to the P-TECH Blueprints: 2.4a)

A Memorandum of Understanding (MOU) between EPISD and El Paso Community College (EPCC) is in place for all P-TECH courses offered at Chapin High School. In coordinator with EPCC, a crosswalk has been outlined so students have opportunities to earn an Associates of Arts Degree in Computer Science and/or Cisco Networking and Comptia Certifications. The crosswalk is aligned with the EPCC MOU and Texas Education Agency approved Career Technology Education (CTE) Programs of Study. The campus Assistant Principal of Guidance and Instruction, the CTE Campus Magnet Coordinator, the P-TECH Teacher(s), the Campus College and Career Readiness Advisor, the campus Professional School Counselors, and the EPCC Counselors will ensure proper course sequencing and pre-requisite qualifications are met.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements. Policies for: 1. Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (For more information, please refer to the P-TECH Blueprints: 2.4c) 2. Assurances that the IHE will transcribe college credit earned through dual credit in the same semester that credit is earned (For more information, please refer to the P-TECH Blueprints: 2.5a) 3. Students accessing the IHE facilities, services, and resources (For more information, please refer to the P-TECH Blueprints: 2.9)

Dual Credit and UT-On-Ramps courses are offered at Chapin High School because of the MOU agreements established between EPISD, EPCC, and UT Austin. Under the District's MOU agreements with EPCC, members of Chapin High School College, Career and Advising Team will take a direct, active role to ensure Chapin P-TECH students have access to support and services. Chapin's CTE Campus Magnet Coordinator and the P-TECH Leadership team meet at least once each term to advise students on appropriate study strategies, time management, course selection and other campus initiatives, based on their curriculum crosswalk and graduation endorsement plan. Professional School Counselors meet with students bi-annually, and by request, to audit transcripts and confirm accurate posting of college credits to academic transcripts. The College Career Readiness Advisor creates opportunities for students to meet university and work-based recruiters to engage in post secondary planning. The advisor coordinates visits to IHE campuses, assists students with resumes, college applications, financial aid preparation as well as military and career options for post graduation planning. The tiered support for students encourage successful career planning and success based on students' initial associate degree and/or industry base certification.

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 the opportunity to complete their course of study. (For more information, please refer to the P-TECH Blueprints: 2.12f)

In the event an EPCC course cannot be accessed by P-TECH students at Chapin High School, albeit virtually or by an EPCC-certified campus teacher, EPISD shall provide round-trip transportation from the P-TECH campus to the EPCC campus for the Fall, Spring, and summer I/Summer II semesters, as needed for official school activities, such as daily classes from 7 AM to 4:30 PM on an approved schedule. EPISD will provide transportation for any additional EPCC campus and course activities during regular school hours. According to MOU agreement(s), EPCC will provide open access to EPCC's online library databases, materials and resources. In addition, P-TECH will also have access to On-campus EPCC tutoring centers, academic computer services labs and libraries. Most importantly

students will be permitted to enroll in EPCC courses within the crosswalk at no cost to the student.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications; Student-level data such as credit hours taken and earned, GPA, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/ dropout, TSIA scores, 6-/9-week or midterm grades, attendance for students at the high school. (For more information, please refer to the P-TECH Blueprints: 2.14a; 2.14b)

El Paso Independent School District utilizes "TREX" transcriptions with all Texas schools, both public and collegiate. Student data is shared through the student 800 number that is provided to them by EPCC. All student transcripts are mailed from the school to the receiving college or university to include, Credits earned, GPA, Class Rank, Test Data, etc. The District MOU with EPCC states student data is automatically shared at the conclusion of each grading period.

Strategic Partnerships: Business/Industry Partner

Rate the primary Business/Industry Partner's level of engagement with your academy on these topics below.

Providing relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum.

Occasionally

Providing career mentoring activities appropriate to each grade level.

Occasionally

Providing student access to business/industry partners and work-based learning facilities, services, and resources.

Occasionally

Providing feedback on the value of the P-TECH program.

Frequently

Offering students, who receive work-based training or education from the partner, priority in interviewing for any jobs for which the student is qualified

Occasionally

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements. Clearly outline a work-based learning plan that will be followed to provide relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum. (For more information, please refer to the P-TECH Blueprints: 2.17)

Chapin's P-TECH cohorts will be able to "Learn About Work" by continuing to participate in career based presentations and small group learning opportunities that will focus on career interests and work place "soft skill readiness." El Paso Independent School District IT Operations, UTEP and EPCC partners, including Chapin alumni in the computer science fields provide content based presentations throughout the year. As the third year of P-TECH develops, students who choose to expand their program of study at EPCC or El Paso Center for Career and Technology Education (CCTE) will allow participating students to "Learn Through Work." As Chapin maintains current partnerships and works to develop stronger partnerships with community leaders such as Fort Bliss' 32nd Army Air and Missile Defense Command (AAMDC), AT&T, Junior Achievement, more opportunities for "Learning At Work" will emerge.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such as clubs, Career and Technical Student Organizations (CTSO's), competitions, and special initiatives that promote professional skills attainment. (For more information, please refer to the P-TECH Blueprints: 2.19c)

Chapin currently holds chapters for Career Technical Organizations (CTSO) and Honor Societies, all of which are open to eligible students. Technology Student Association (TSA) sponsors both practice competitions and the Regional Qualifiers each year. The newer chapter of Business Professional Association can compete separately, or in tandem with TSA. Both organizations work to reinforce workplace dress code and professional business skills. National Technical Honor Society (NTHS) and the National Honor Society provide opportunities for students to be recognized for their academic excellence, community service participation, leadership potential, character, and for NTHS, their successful participation in CTE based courses. Both EPCC and UTEP continue to develop outreach activities from their campus based professional career organizations to this campus. (Ex, National Center for Women and Information Technology (NCWIT)

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. (For more information, please refer to the P-TECH Blueprints: 2.20)

The current MOU between El Paso Independent School District and EPCC outlines the respective roles and responsibilities for the campus and the IHE in providing for and ensuring the quality and instructional rigor of related dual credit programs. The MOU identifies how costs will be shared for instructional materials and textbook adoptions. Transportation is at the sole discretion of EPISD and not the responsibility of EPCC. EPISD will ensure bus routes for students attending courses at all EPCC site facilities during the Fall, Spring, and Summer I/Summer II terms that occur during regular high school hours. EPISD will provide round-trip transportation for students from P-TECH to EPCC campuses for official school activities, such as daily classes on an approved schedule.

Describe how the Business/Industry articulation agreement addresses the following

Business/Industry Blueprint Requirements: Transportation fees and costs. (For more information, please refer to the P-TECH Blueprints: 2.21b)

The current MOU will identify how costs will be shared for necessary transportation costs and fees. Furthermore, as P-TECH students qualify for financial assistance from IHE partners, waiver for tuition and fees will be applied. Where applicable and available, industry based partners will contribute to student materials and resources for classroom and work-based learning experiences.

Based upon feedback and interactions with your primary Business/Industry Partner(s), rank order what career-ready skills and attributes below that are most valuable to the Business/Industry Partner(s). (1= least valuable; 5 = most valuable)

Critical Thinking

4

Leadership

1

Professionalism

3

Teamwork

2

Written and Oral Communication

5

Based upon feedback and interactions with your Business/Industry partner(s), what IBC(s) do you believe are in the highest demand? Select all that apply.

Item

CodeHS Python Level 1 Certification

Autodesk Certified Professional Fusion 360

CompTIA A+ Certification

Business/Industry Partners: Hiring Priority

List the industry business partner(s) that are offering students, who receive work-based training or education from the partner, priority in interviewing for any jobs for which the student is qualified.

Business Partner

El Paso Independent School District

How many students have received an offer to a priority interview with your primary Industry/Business Partner(s) in 2022-2023?

0

What additional technical assistance could be helpful related to establishing effective business and industry partnerships in 2024-2025?

For the upcoming school year, more focus will include involving partners in classroom and advisory activities that develop and strengthen students' interviewing skills, both for in-person and virtual interviews. For example, plans to continue the partnership with the Microsoft's Technology Education and Learning Support (TEALS) program will allow more content and work-place learning experiences to continue online. With the continued support of El Paso Independent School District's CTE facilitators, more business and industry relationship can be cultivated and showcased with a feeder pattern P-TECH College/Career Fair so that students can interview career representatives about important skills necessary to advance within a specific career pathway.

Narratives: Military

Military

Please select the Armed Forces group(s) that enlisted your student(s) in 2022-2023. Select all that apply.

1

How many students chose to enlist in the US Armed Forces in 2022-2023?.

Not applicable (1st-4th Year Provisional Academy status)

What Career Cluster(s) did that enlisted student(s) possess upon graduation in 2022-2023? Select all that apply.

NA

How many enlisted students graduated with an associate degree in 2022-2023?

Not applicable (1st-4th Year Provisional Academy status)

What IBC(s) did that enlisted student(s) possess upon graduation in 2022-2023? Select all that apply.

Item

Microsoft Office Specialist: Microsoft Excel Expert

Narratives: Regional Workforce Alignment, Work-Based Learning

Regional Workforce Alignment

List the regional high-demand and/or aligned occupation(s) your academy intends to address through selected Program(s) of Study and work-based learning in 2024-2025.

Regional High-Demand Occupation

Network and Computer System Analyst

Customer Service Representative

Computer Network Support Specialist

Software Applications Developer

Describe how the regional high demand occupations align with the associate degree(s) and/or industry certification(s) your academy plans to offer.

Based on the 2024 "Hot Jobs" recently released by Workforce Solutions Borderplex (WSB) the following careers are in high demand in the region, and reflect the projected growth in the region over the next 10 years: Computer Systems Analysts 14% Computer Network Support Specialists 10% Network and Computer Systems Administrators 15% Software Developers and Software Quality Assurance Analysts and Testers 29% Chapin's P-TECH students will be better equipped to explore and expand their opportunities as a result of their successful participation in the computer science and

certification studies.

Work-Based Learning

9th grade activities: Select up to three work-based learning activities you plan to offer students in 2024-2025.

Item

Worksite Tours

Informational Interviews with Employers

Networking Events

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 9th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

Chapin has incorporated several activities that foster better STEM content knowledge and improved self-confidence so students have more rewarding interactions with guest speakers, mentors, and career specialists. Those activities that focused primarily on ninth graders included: "STEM-Tastic" Summer Camp that included science, coding, and leadership development activities; College and Career Fairs where students actively participated in introduction and interviewing skills experiences; Women in STEM Mini Conference (2023) specifically invited 9th P-TECH female students and used the event to introduce EPCC leadership to our students. Together they participated in the breakout sessions, getting better acquainted with the conference goals of leadership and career exploration.

10th grade activities: Select up to three work-based learning activities you plan to offer students in 2024-2025.

Item

Informational Interviews with Employers

Networking Events

Job Shadowing

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 10th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

There were no sophomores during the 2023 school year.

11th grade activities: Select up to three work-based learning activities you plan to offer students in 2024-2025.

Item

Job Simulation Events

Worksite Tours

Informational Interviews with Employers

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 11th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

There were no 11th grade in the 2023 school year.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 12th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

There were no 12th grade students in the 2023 school year.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided Year 5 students with an opportunity to learn about industries and employers that may be unfamiliar.

This is not applicable to our program.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided Year 6 students with an opportunity to learn about industries and employers that may be unfamiliar.

This is not applicable to our program.

Narratives: Advanced Academics, TSIA

Advanced Academics

Select the type of advanced courses your campus will offer in 2024-2025. Select all that apply.

DC
AP
OR

What type of dual credit courses will your campus offer in 2024-2025? Select all that apply.

AGCM
WECM

Which delivery formats will you employ when teaching dual credit courses in 2024-2025? Select all that apply.

IHE personnel on the college campus

Describe your remediation plans for students in need of academic support for those that do not pass dual credit courses in 2024-2025.

Chapin's Advisory program will expand to include stronger supports for college readiness in Mathematics and English skills. Stronger interventions need to be in place with for both in-person and facilitated instruction. Better communication of the EPCC campus resources (i.e. writing centers, Center for Student Disabilities, media centers) will be incorporated so that students understand what resources are available. On-campus peer study groups, monitored by Chapin campus EPCC instructors, the Graduation Coach, the College Career Military Readiness Advisor, and/or P-TECH teachers can support students learning to collaborate as a study unit.

Describe any challenges in ensuring your academy has educators with qualifications to teach dual credit. What steps did your academy take to address the need in 2024-2025?

Chapin has some teachers who meet EPCC's qualifications to teach dual credit. The El Paso Independent School District continues to advertise college course stipends for advanced studies. Chapin definitely plans to incorporate the facilitated instructional model for next year, and plans to align virtual sections with a campus facilitator to ensure better, supported engagement from enrolled Chapin students.

TSIA

Is the campus currently a TSIA testing site or planning on becoming one?

Yes

If no or planning to become one, briefly describe the campus plan and timeline on becoming a TSIA testing site.

Chapin is currently a testing site.

Describe the academic interventions or process you provide once a student does not achieve a passing score on a TSI assessment(s).

Chapin plans to continue its TSIA2 "Boot Camps" during the school intersessions and into the summer. While identified seniors are currently in necessary Mathematics and English college readiness courses, earlier grade level interventions are needed to secure more success for passing rates. Chapin's P-TECH team will work with Campus Teaching Coaches (CTC) for early identification of students who demonstrate need for more individualized academic supports in classroom instruction and with personalized, on-campus tutoring.

How often do you offer the TSI assessments?

Weekly
Other

Please input frequency

By appointment with target population to improve dual credit eligibility options.

Will your academy offer one or both of the following College Prep Courses in 2024-2025? - College Preparatory Course - English Language Arts CP110100 -College Preparatory Course - Mathematics CP111200

No

Does your academy offer the Texas College Bridge Program?

No

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://'.

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