2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency 2016 NOV -1 PM 12:15 Document Control Center
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Connally ISD	161921	Connally Career Tech ECHS	
Vendor ID #	ESC Region #		DUNS #
746003571	12		835607052

Mailing address	City	State	ZIP Code
200 Cadet Way	Waco	TX	76705

Primary Contact

First name	M.I.	Last name	Title
Hermann		Pereira	ECHS Principal
Telephone #	Email address		FAX #
254-296-6764	hpereira@connally.org		254-412-5530

Secondary Contact

First name	M.I.	Last name	Title
Sara		Rudd	Community Director
Telephone #	Email address		FAX #
254-296-6756	srudd@connally.org		254-412-5530

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Wes		Holt	Superintendent
Telephone #	Email address		FAX #
254-294-6460	wholt@connally.org		254-412-5530

Signature (blue ink preferred) Date signed October 31, 2016

Only the legally responsible party may sign this application.

701-16-108-022

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Schedule #1—General Information	
County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	☐	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—09Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
1.	**MOU**	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 161921	Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Development of the budget: In the fall 2016, the Superintendent began soliciting feedback from the Connally Career Tech Innovative Academy ECHS Leadership Team (Leadership Team). The Leadership Team is composed of the Superintendent, Assistant Superintendent, CTE Director, and the ECHS principal, McLennan County College (MCC) college president, MCC ECHS liaison, East Texas Medical Center– the Industry Partner liaison. The Leadership Team developed a comprehensive Connally Career Tech ECHS needs assessment. The Leadership Team provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which Industry Cluster would be added that will meet the local workforce needs while allowing students to earn college credit resulting in an associate degree and articulated toward a baccalaureate degree. The budget committee, led by the Assistant Superintendent for Curriculum and Instruction, developed a comprehensive budget that would provide adequate:1) personnel salaries; 2) supplies, curriculum, training and support for teachers; 3) travel for teachers to attend state and national leadership programs. Once this tentative budget was developed, it was presented to the entire Leadership Team for input and approval. The school plan includes serving no more than 100 students per grade level in grades 9-12 (**5 Priority Points**).

Demographics of campus – Connally Career Tech has specific demographics that relate to the defined goals and purposes of the grant – a need to provide students opportunities to earn postsecondary course credit prior to high school graduation. An average of **69%** of students are Economically Disadvantaged. African American and Hispanic students are the majority of students enrolled. Although the average years of experience for teachers is 12.5 years, the End-of-Course Exams results reveal that students at Connally Career Tech are below both the state and regional averages in reading and mathematics. Students on the ECHS campus come from families where only **21%** of their parents have a Bachelor's Degree. **29%** of the students also come from families who are 25% below the poverty level (US Census Quick Facts, 2014). **92%** of the students who currently attend the ECHS are classified "at-risk" for dropping out of high school. Although unemployment rates for the targeted area and families are **10%** (US Census, 2014), students in the ECHS live in families where the unemployment rates have soared to **18%** (student records).

Needs assessment process – Connally ISD believes that a comprehensive needs assessment is critical to the development of high-quality school programs. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2015). The CISD District and Campus Needs Assessments are done annually by the District Improvement Team (DIT) with input from district, campus, community, industry leaders, and representatives from post-secondary institutions. The CIT representatives are divided into committees to study the needs of all areas. Specifically, the ECHS committee is composed of members from the ECHS Leadership Team and analyze the needs of the students and families with a focus on ECHS programs. The needs assessments, once developed and approved by the Board of Trustees, are monitored throughout the school year, and updated annually at both the district and campus level through Leadership Teams. The purpose of the Needs Assessment is to systematically review practices, processes, and systems within the school district and assist the DIT in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently will guide the development of meaningful district and campus planning each year and outlines benchmarks for evaluation.

The management plan - Successful management of any program requires clear and efficient planning, coordination, and communication structure for all involved. Procedures for making decisions, initiating training, addressing services, feedback, increasing resources, monitoring, eliminating barriers and ensuring sustainability will be established by the DIT. The DIT will establish a ECHS Leadership Team that will develop an ECHS Management Plan to include planning, financial accountability, human resource management, continuous performance measurement, evaluation and reporting all progress to all stakeholders. The oversight of the ECHS program will be managed and monitored by the Assistant Superintendent for Curriculum and Instruction. The ECHS Principal will manage the day-to-day activities of the grant, be responsible for implementing the activities of the grant, develop a timeline of all grant activities with anticipated completion dates for each activity, develop strategies to keep all faculty and staff focused on the goals of the project, and organize the program components to ensure the program meets the needs of the students and teachers. The ECHS Principal will serve as the head of the Leadership Team and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations and evaluating teachers. The Assistant Superintendent along

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

with the ECHS Principal, will work to ensure that all components are in place, gather feedback, and offer recommendations for improvements. The Assistant Superintendent will coordinate and supervise activities for the campus. Detailed roles and responsibilities will be developed to ensure that the project is successfully implemented. In an effort to solicit feedback on an ongoing basis, the Assistant Superintendent will conduct meetings every month to analyze progress-monitoring data. The DIT ensures that the ECHS Industry Cluster Connally Career Tech Program will receive consistent, high-quality management due to the "buy in" and support for this initiative from the Superintendent of Schools and the DIT. Because students at Connally High School struggle to overcome poverty as well as a lack of parental knowledge about college decision-making, the Leadership Team recognizes that ECHS has the research-based components that have the potential to improve lives of students in the district. This "hands-on" administrative involvement will foster the communication, interaction, and collaboration needed for a successful project.

The evaluation design -will measure progress by applying systematic research methods to measure the implementation, fidelity, and outcomes of the Connally Career Tech Biotechnology and Life Sciences Innovative Academy grant program. It will include formative and summative evaluation to assess the extent to which process measures, performance measures, and outcomes have been accomplished. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures and benchmarks, project timeline, and adjustments will be made as needed. Baseline data for students and teachers will be collected immediately upon award. A rigorous, transparent, and equitable evaluation system for teachers and principals will be implemented that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student achievement. Evaluation methods will include pre- and post-surveys of teachers and industry partners, post-secondary institutions, as well as parents. CISD agrees to collect data and report annually during the life of the grant on the mandatory performance measures for "required practices"

All Statutory Requirements as well as TEA Requirements have been completely and accurately answered – The Leadership Team will ensure that students in the Connally Career Tech ECHS will earn relevant credit hours equal to an associate degree and that those hours will transfer to the university partner involved in the Industry Cluster Connally Career Tech Innovative Academy and that students who choose to complete a bachelor's degree can do so within two to three years of graduating from high school. The focus of this project will be on accelerated coursework and articulation agreements with universities as well as by meticulously analyzing and applying the Statutory and TEA requirements of this grant project. **(10 Priority Points)**

Ongoing commitment to the goals of this grant program – As previously stated above, the superintendent and the Leadership Team have pledged their support and sustained leadership to the Industry Cluster Connally Career Tech Innovative Academy. CISD will employ every effort to sustain the Industry Cluster Connally Career Tech Innovative Academy through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with this program. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161921	Amendment # (for amendments only):
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act	
Grant period: February 1, 2017, to May 30, 2018	Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	$144,072	$	$144,072	$
Schedule #8	Professional and Contracted Services (6200)	6200	$25,000	$	$25,000	$
Schedule #9	Supplies and Materials (6300)	6300	$52,428	$	$52,428	$
Schedule #10	Other Operating Costs (6400)	6400	$16,000	$	$16,000	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$	$
		Total direct costs:	**$237,500**		**$237,500**	$
	2.735% indirect costs (see note):		N/A	$6,495		$
	Grand total of budgeted costs (add all entries in each column):		**$237,500**	**$6,495**	**$243,995**	$

Administrative Cost Calculation

Enter the total grant amount requested:	$243,995
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$24,399

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher	1		$43,860	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
21	ECHS College & Career Coordinator	1		$50,000	$
22	Bus Driver			$25,000	$
23	Title			$	$
24	Subtotal employee costs:			$118,860	$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			$	$
26	6119 Professional staff extra-duty pay (training for teacher – 10 days x $120 = $1,200			$1,200	$
27	6121 Support staff extra-duty pay			$	$
28	6140 Employee benefits @ 20%			$24,012	$
29	61XX Tuition remission (IHEs only)			$	$
30	Subtotal substitute, extra-duty, benefits costs			$25,212	$
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$144,072**	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$**	**$**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Curriculum Development for industry cluster: update/align curriculum	$10,000	$
2	Summer Professional Development Learning Series: on-site coaching principal, counselor	$5,000	$
3	ECHS: Critical Components: on-site training for staff for updates on regulations	$5,000	$
4	Promising Practices: on-site training for staff	$5,000	$
5		$	$
6		$	$
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	**Subtotal of professional and contracted services:**	$25,000	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$	$
	(Sum of lines a, b, and c) Grand total	$25,000	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted**	**Cost Share**
6300	Total supplies and materials that do not require specific approval:	$52,428	$
	Grand total:	**$52,428**	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 161921 | Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$	$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$16,000	$
	Grand total:	**$16,000**	$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 161921 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	**$**	**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment: **108**

Category	Number	Percentage	Category	Percentage
African American	21	19%	Attendance rate	94.6%
Hispanic	34	31%	Annual dropout rate (Gr 9-12)	0%
White	53	49%	Students taking the ACT and/or SAT	64%
Asian	0	0%	Average SAT score (number value, not a percentage)	1344
Economically disadvantaged	71	66%	Average ACT score (number value, not a percentage)	21
Limited English proficient (LEP)	5	5%	Students classified as "at risk" per Texas Education Code §29.081(d)	92%
Disciplinary placements	2	1.8%	State assessment data	See below

Comments

End-of-course Exams 2016 for students in ECHS:
English 1 – 52% passing
English 2 – 57% passing
Biology - 92% passing
Algebra 1 – 72% passing
US History – 90% passing

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	5	100%
White	5	100%	Master's degree	3	60%
Asian	0	0%	Doctorate	1	20%
1-5 years exp.	1	20%	Avg. salary, 1-5 years exp.	$39,250	N/A
6-10 years exp.	2	40%	Avg. salary, 6-10 years exp.	$42,342	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	$51,520	N/A
Over 20 years exp.	2	40%	Avg. salary, over 20 years exp.	$53,341	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											45	30	25	43	143
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											45	30	25	43	143

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											1	1	2	1	5
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											1	1	2	1	5

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objective Needs Assessment Process – Connally ISD believes that a comprehensive needs assessment is critical to the development of high-quality after-school programs. Research supports that programs that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2012). Connally ISD has created an Advisory Committee comprised of students, parents, teachers, administrators from the campus and district level, community and business partners, and representatives of industry clusters and representatives from Post-Secondary Institutions. Representatives from each Advisory Committee serve as members on the Connally Career Tech Leadership Team. The purpose of this needs assessment was to systematically review current practices, processes, and systems within the existing ECHS as well as examine and analyze the state of current student achievement, and the goals that are currently in place for student achievement. This needs assessment process was organized into committees with each focused on gathering and analyzing different data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment was the tool that guided meaningful planning for the needs of the ECHS program.

Process to identify and prioritize the needs of each Center: A School Profile (developed by the Leadership Team) was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of students and teachers at the ECHS. A full scan of the school's environment provided information to be collected and analyzed for the needs assessment via the following activities: 1) Individual and group interviews with the superintendent, ECHS principal, ECHS counselor, teachers, parents and students at each grade level; 2) Pre-assessment survey feedback from stakeholders that included teachers, parents, and students; 3) Review of school data {PEIMS, TAPR, CIPs, lesson plans, etc.}; 4) End-of-Course Exam scores, TSI results as well as benchmark assessments {aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates}; 5) Curriculum and instruction issues were examined, including alignment with TEKS and STAAR; 6) Professional development needs were assessed including the nature of professional development, planning time for teachers, financial incentives.

Family and community involvement was examined through communication with parents about student achievement, their involvement in decisions at the school, supports systems provided to families and discussions of how the economy has caused hardship for both employed and unemployed parents. Group discussions with parents were held to discuss the barriers that families encounter as they look at their child entering college. The combination of low family incomes and their lack of knowledge regarding college admissions and financial aid is simply overwhelming for many families. According to parents in the communities, providing a quality ECHS for their children is the single most important way that Connally ISD can work as a partner to give their child a chance for success in life.

ESC 12 specialists in the field of evaluation performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. The Leadership Team determined the current state of student skills and knowledge as well as organizational goals, climate and internal and external constraints. The "Gap" Analysis produced a large list of needs for the ECHS. Next, the ESC 12 specialists with input from the Leadership Team, determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed. Causes for student performance problems were identified based on reoccurring trends and growth opportunities for staff were identified based on interviews with staff, surveys, and data collection. The recommendations were communicated to the Leadership Team and the prioritizing of needs was done by the entire Leadership Tem over several months and numerous meetings. Each prioritized need was aligned to recommended activities that would make a great difference to students and families in the ECHS. The aligned needs and activities were developed and disseminated to the CIT. Members of the CIT agreed to the needs and aligned activities and committed their support to the addition of the Biotechnology and Life Science Industry Cluster.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to expand the curriculum pathway of Connally Career Tech ECHS to include the Biotechnology and Life Sciences Career Cluster by providing students who are at risk for dropping out of school (economically disadvantage, ELL, and first-generation college goers) the opportunity to earn a Certified Emergency Medical Technician Certification (EMT) that may lead to an associate or bachelor's degree	A certified Health Science teacher will be employed with grant funds; a College and Career Readiness Coordinator will be employed to coordinate between the ECHS and McLennan Community College Emergency Services Education Center; student supplies and books will be provided by grant funds; technology equipment needed for students will be provided through grant funds
2.	There is a need to offer the foundation courses that are prerequisites to the Biotechnology and Life Sciences Career Cluster course of Certified Emergency Medical Technical Certification	A certified Health Science teacher will be employed with grant funds; a College and Career Readiness Coordinator will be employed to coordinate between the ECHS and McLennan Community College Emergency Services Education Center; student supplies and books will be provided by grant funds; technology equipment needed for students will be provided through grant funds
3.	There is a need for a specialized career cluster that will provide hands-on knowledge of anatomy and physiology that has been requested by students and parents.	A certified Health Science teacher will be employed with grant funds; a College and Career Readiness Coordinator will be employed to coordinate between the ECHS and McLennan Community College Emergency Services Education Center; student supplies and books will be provided by grant funds; technology equipment needed for students will be provided through grant funds
4.	There is a need for internships, externships, mentorship programs that expose students to applied learning and real-world work activities in identified high demand occupations such as Certified Emergency Medical Technicians (Biotechnology and Life Sciences Career Cluster)	Through an articulation agreement with McLennan Community College's Emergency Services Education Center students will be required to participate in internships, externships, and mentoring programs at East Texas Medical Center, Regional Health Care System (industry partner) **(2 Priority Points)**
5.	There is a need for students in the targeted high school to have the ability to earn certifications that lead to employment and eventually to an associate or bachelor's degree (Parent Survey)	A certified Health Science teacher will be employed with grant funds; a College and Career Readiness Coordinator will be employed to coordinate between the ECHS and McLennan Community College Emergency Services Education Center; student supplies and books will be provided by grant funds; technology equipment needed for students will be provided through grant funds

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Schedule #14—Management Plan

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Principal	Master's Degree; Texas Principal Certification; 5 years' experience in education work setting with supervisory experience; experience in budget management, data reporting, and management information systems; and evaluation;
2.	College & Career Readiness Coord.	Master's Degree with five years of teaching experience and knowledge of the community and experience in collaborating with a variety of community partners; experience in working in ECHS program
3.	ECHS Counselor	Master's Degree; Counselor Certification; 3 years teaching experience; college and career readiness experience with financial aid, college admissions testing; college admissions forms; has an understanding of low-income family barriers to post-secondary education programs.
4.	External Consultant for EMT Program	Doctorate in Health Education; 5 year's experience in working in college-level Paramedicine EMS program; 3 years of experience in working with ECHS students and requirements of EMT Program.
5.	ECHS Coaching Consultant	Master's Degree; Doctorate preferred; 5 years experience in coaching ECHS administrators and staff; collaborate with Leadership Team and coach to coordinate and support the full implementation of the health care option in the Connally Career Tech ECHS

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Develop a Biotechnology and Life Sciences Industry Cluster	1.	Enter into agreement with industry partner	02/06/2017	03/01/2017
		2.	Signed MOU with local college and Connally ISD	02/06/2017	03/01/2017
		3.	Add industry partner to Leadership Team	02/06/2017	05/30/2018
		4.	Align curriculum to skills in industry cluster	03/01/2017	05/30/2018
		5.	Advertise program of study to students/parents	02/06/2017	05/30/2018
2.	Students will earn a certificate and/or college credit hours equal to an associate degree that transfer to university partner	1.	Employ teacher with health science certification	02/06/2017	04/30/2017
		2.	Introduce industry partner liaison to ECHS staff	02/10/2017	04/30/2017
		3.	Develop mentorship and internship programs	02/07/2017	05/30/2018
		4.	Develop detailed industry experience plan	02/07/2017	05/30/2018
		5.	Market industry plan to students and parents	02/06/2017	05/30/2018
3.	Develop crosswalk to identify postsecondary coursework to complete bachelor degree	1.	Add a College/Career Readiness Coordinator	03/01/2017	05/30/2017
		2.	Schedule Leadership Team (LT)meetings	03/01/2017	05/30/2018
		3.	Identify LT members, roles, responsibilities	03/01/2017	05/30/2018
		4.	Develop a sustainability plan	03/01/2017	05/30/2018
		5.	Develop a bridge program for ECHS students	03/01/2017	05/30/2018
4.	Recruit and select students for Biotechnology & Life Science Cluster	1.	Conduct formal recruitment workshops	04/01/2017	05/01/2018
		2.	Applicants submit New Student Application	04/01/2017	04/30/2018
		3.	Interview potential new students	05/01/2017	05/10/2018
		4.	Applicant requirements are reviewed	05/01/2017	05/10/2018
		5.	Students selected into program	05/10/2017	05/29/2018
5.	Develop an evaluation plan for the Biotechnology & Life Science Cluster	1.	Develop a plan to collect data	04/01/2017	05/01/2018
		2.	Develop a process to review/recommend changes	04/01/2017	05/01/2018
		3.	Develop surveys, interview guidelines and focus group guidelines	04/01/2017	05/01/2018
		4.	Leadership Team will approve evaluation plan	04/30/2017	05/10/2018

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connally Career Tech ECHS has created a Leadership Team (LT) comprised high-level district personnel, ECHS Principal, ECHS liaison from McLennan Community College (MCC), and ECHS liaison from Industry Partner. The purpose of the LT is to address issues of curriculum, school design, and sustainability. In quarterly meetings, the LT provides oversight by: 1) meeting on a quarterly basis with the ECHS Principal and Assistant Superintendent to monitor progress, review stated benchmarks toward performance measures and evidence of improvement; 2) feedback that has been solicited from staff, external consultants, and partners is reported to the advisory committee; 3) program satisfaction for the new program that has been solicited through interviews and surveys (educators, students, parents, and partners) and academic performance of students monitored every six weeks is reported to the LT; 4) on-going assessment of proposed objectives are reassessed every quarterly (if needed); and 5) regular evaluation results are reviewed and recommended program modifications are implemented to increase the effectiveness of the program. Multiple data collection methods and strategies are used to determine whether or not the specific project is being implemented according to set and approved guidelines, what the strengths and barriers to success are and what types of improvements needs to be made to increase program effectiveness. The Assistant Superintendent is the position responsible for ensuring that all monitoring procedures are implemented and the results of the quarterly meetings are reported to each school community and the funding agency, if required. This LT serves as the vehicle through which a diversity of voices and feedback is obtained, ensuring continuous improvement in the operation of the project. The Assistant Superintendent maintains minutes from the LT meetings and copies of all documentation. This information is used for monitoring implementation and effectiveness of this project. These records of changes approved by the LT are made available to ECHS staff and to the public through the CISD website, the local newspaper, and are available in the Superintendent's office.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently CISD has several ongoing, existing efforts that are similar to the planned project. CISD has a Support Structure for Mentor Program for teachers new to the teaching profession. In addition, CISD is in the third year of a Texas Literacy Initiative Grant from TEA that has a larger budget and staff than this project. The Board of Trustees, the superintendent and the District Improvement Team (DIT) have pledged their support and sustained leadership to the ECHS expansion project just as the CISD district has locally funded the ECHS for the last three school years. CISD will employ every effort to sustain the ECHS Program through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the ECHS.

In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement. Using this data, CISD will work with the ECHS to incorporate best practices as part of the district and campus Improvement Plans. The results of 3 years of ECHS enrollment speaks for itself: **100%** of CISD ECHS students graduate compared with **91.3%** of non-ECHS students enrolled in Connally High School; **94%** of ECHS graduates earn some college credit while in high school; **71%** of ECHS students enroll immediately in college after high school graduation compared to **68%** of Connally High School seniors.

CISD understands that continuing intensive professional development will be the most challenging to sustain. However, the district has employed a Professional Development Coordinator that will develop a trainer-of-trainers model for the professional development provided in this project. A cadre of staff will be trained throughout the grant project so that they will be available to new teachers as they come to the district. Also, as evidenced by CISD's commitment to implementing, sustaining, and expanding this project, CISD has committed local funds to support this ECHS Program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Quantative Evaluation: Student Achievement	1.	All student EOC exam scores will increase by 10% from 2016
		2.	Grades will increase by 10% in Health Science Pathways
		3.	100% of the students will graduate from high school
2.	Quantative Evaluation: Student Attendance	1.	Average daily attendance will increase by .5% from 2016
		2.	Attendance at tutorials will increase by 2% from 2016
		3.	Attendance in industry cluster courses will be 95% (ADA)
3.	Quantative Evaluation: Student Discipline	1.	90% of the students will have no out of class infractions
		2.	85% of the students will have no documented discipline incidents
		3.	95% of the students have no discipline infractions in the Health Science
4.	Qualitative Evaluation: Parent & Student Focus Groups & Surveys	1.	75% of the parents will rate the program quality as "Excellent"
		2.	75% of the students will rate the program quality as "Excellent"
		3.	90% of the parents & students will say they are satisfied with the program
5.	Qualitative Evaluation: Observations of Extended ECHS Program	1.	100% of the students will use STEM-based programs & technology
		2.	100% of students are engaged in hands-on-instruction
		3.	Tutoring & homework assistance are 100% aligned with coursework

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process to collect data includes Benchmark data, STAAR and EOC scores, quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of the final year report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. **Quantative measures** include required scheduled reports, attendance and discipline records, satisfaction surveys, and performance assessment data (grades). **Qualitative evaluation** methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. Benchmark, End-of-Course exams, and STAAR scores will also be disaggregated and analyzed. The Leadership Team with assistance from the external consultants are charged with refining, improving and strengthening the program. **Formative evaluation** will begin during project development and will continue through the life of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure that program changes can be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders. Through quarterly visits external consultants will assess program progress and provide written feedback. The ECHS Principal will communicate weekly with the Health Science teacher to ensure that programming sessions and activities are of high quality and relevant to the curricula being used. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The ECHS Principal will provide monthly briefing and the findings will be made available to the Leadership Team and other interested stakeholders, sharing formative data. Findings will also be made available to school staff and to the public through the CISD website, the local newspaper, and are available in the Superintendent's office.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
b. allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
c. include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12: Connally Career Tech ECHS provides at-risk students who stand little chance of going to college, or even finishing high school an early start in college while they still are in high school. The Connally Career Tech ECHS will combine high school and college-level instruction and boost students' chances of graduating from school, earning a certification, earning an associate degree, and finding jobs by partnering with:

- McLennan Community College (MCC), MCC's Emergency Services Education Center) – Post-Secondary
- East Texas Medical Center, Regional Health Care System - Industry Partner

Participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree: Connally Career Tech ECHS was established in the 2013-14 school year and with input from parents, industry leaders in the area, and district officials, the decision was made to target students who are traditionally underrepresented in postsecondary education. The program was designed so that these students would receive additional academic support from the school/college partnerships to ensure they are at grade level and ready to participate in rigorous high school and collegiate courses or courses that lead to a skill certification. This "dual or concurrent enrollment" program serves to increase high school graduation and college completion rates, while reducing student tuition costs as a result of the compressed time needed to complete a college degree or get a skill certification. Although it is the goal of Connally Career Tech ECHS that 75% of the students enrolled in the program receive a high school diploma and an associate degree (60 semester credit hours toward a bachelor degree) at least on or before the fifth anniversary of the date they enrolled in high school as a 9th grader, currently only about 20% are enrolled in a bachelor's program. 80% of the students that have exited the program have opted for skill certification programs so that they are able to obtain a job. By participating in this program students have the following advantages: 1) There is a cost savings for the family by eliminating the cost for the certification program or a college program; 2) students are in a more relaxed and controlled introduction to college life than traditional college students; 3) the classes are smaller than traditional college classes and students are in a more supportive learning environment; 4) students have access to state-of-the-art laboratories, interactive distance learning classrooms, computer labs, library/learning resource center; recreational facilities and certified teachers.

include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school: Connally Career Tech ECHS has articulation agreements with the following college:

- Texas State Technical College (TSTC) – Advanced Technologies & Manufacturing; Aerospace & Defense; Energy; Information & Computer Technology; Petroleum Refining and Chemical Products.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

Statutory Requirement 1 (continued)
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the *2016-18 Biotechnology and Life Sciences Innovative Academy- the Next Generation of Early College High Schools* grant program McLennan Community College (MCC) will be added and an articulation agreement secured:

- McLennan Community College (MCC) – articulation agreement for Biotechnology and Life Sciences (Includes Health Care)

Provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)): The Connally Career Tech ECHS combines the benefits of classroom instruction with the flexibility made possible by blended learning models to create a rigorous and personalized high school education for college-bound students. Highly qualified teachers and a back-to basics approach emphasize math, science, and language arts curriculum with a career focus. In order to provide additional academic support, students work closely with the ECHS counselor to select elective courses based on student academic readiness, interest, and prospective college major.

Connally Career Tech ECHS adjusts classes at the campus to accommodate students and their college classes at Texas State Technical College (TSTC). For example, the Culinary Arts class on the TSTC campus has a schedule that requires students to attend 6 hours every Monday during each semester. Therefore, teachers at the ECHS campus adjust their schedules to accommodate the students. Class times are made up, lessons are delivered online and students work independently on assignments. The Connally Career Tech ECHS teachers and counselor monitor students both academically and socially to make sure that students are making up any work they have missed due to laboratory schedules at the college or social issues that may arise.

In addition to classroom-based instruction, courses deliver curriculum to students through various platforms, enabling students to choose additional classes best suited for their individual interests and goals. By leveraging technology, teachers provide a flexible learning experience for students. Each student is able to choose from additional courses to suit his/her learning style and needs. As they demonstrate readiness, students may complete college courses to pursue their interests, receive vocational training, and earn dual credit for high school and college requirements.

Connally Career Tech ECHS students will be assigned a teacher/mentor. Students will be required to meet with their mentor weekly to discuss their progress in their college and high school courses. Mentors will make recommendations for student improvement, when needed. These recommendations may include mandatory tutoring and remediation and may be before or after school.

Students will be required to give their college login and password to their mentor to obtain records in order to accurately record high school credit for college courses. This information is released subject to the confidentiality provisions of appropriate state and federal laws and regulations which prohibit any further disclosure of this information without specific written consent. Mentors will be responsible for communicating student progress to the student's parent/guardian, guidance counselor, as well as the Connally Career Credit ECHS Principal and Counselor.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the fall of 2016, as the Connally Career Tech ECHS Leadership Team was discussing extending the program for students, they met with representatives from the Texas Workforce Counsel and the P16 Council to discuss high-demand occupations and programs of study. Representatives provided the following information regarding Biotechnology and Life Sciences Career Cluster:

- In the last five years, demand for health care and social assistance workers in the Waco, Texas area grew, according to Texas Workforce Commission's Quarterly Census of Employment and Wages.
- In the second quarter of 2015, the number of workers with health care and social assistance employers in Texas was 1.483 million, up 10.1 percent from the same quarter in 2010.
- However, with the large medical expansion that has occurred in the Waco, Texas area, health care industry has become the dominant industry of employment for Texas – and the United States – in the last decade.
- Demand for health care workers is only expected to grow as the state has growing populations of old and young people, who are the primary customers of the health care and social assistance.
- This sector is also faced with training challenges as employers are demanding higher educated workers due to market demands and even industry expectations.
- This industry is also challenged with high turnover in key occupations, which increases worker demand.
- Emergency Medical Technicians (EMTs & paramedics), one occupation within the health care and social assistance employers, is projected to grow by 33 percent from 2014 to 2020, much faster than the average for all occupations (Texas Workforce Commission Job Report, 2016).

Since formal training and certification is needed to become an EMT or paramedic, the Leadership Team made the decision to contact McLennan Community College's (MCC) Emergency Service Education Center and enter into a Memorandum of Understanding for students to enroll in the program beginning in the 2017-18 school year. Students entering the Paramedicine/EMS program at MCC have an opportunity to select the level of education (from basic to advanced) they would like to achieve. All students begin their education with the Emergency Medical Technician (EMT) course, which is completed in two regular semester. After successful completion of the EMT program, the student is eligible to take the National Registry examination and apply for state certification (18 years of age). Students who achieve their Texas EMT certification can enroll in the Advanced EMT program and continue through the Paramedic education level of training. Students may also select whether they want to complete a certificate level or an Associate in Applied Science Degree in Paramedicine. All students take the National Registry examination following successful completion of their college course work. All initial applicants will be required to take the National Registry of EMTs examination to obtain a Texas certification or licensure.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Serve as an active member of the Biotechnology & Life Sciences Innovative Academy ECHS Leadership Team:

As stated in the MOU between Connally Career Tech ECHS and East Texas Medical Center (industry partner) will serve as an active member of the Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The East Texas Medical Center (industry partner) has made a commitment to applied learning opportunities afforded to students through internships, apprenticeship programs, acting as mentors, and the recruitment of students into this career pathway **(2 Priority Points).**

Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the Biotechnology & Life Sciences Innovative Academy ECHS.

As stated in the MOU between Connally Career Tech ECHS and East Texas Medical Center (industry partner) agrees to contribute in excess of 25% (**5 Priority Points**) of the total grant award ($237,500). The industry partner will provide in-kind contributions associated with internships, externships, apprenticeship programs, mentors and curriculum development to support relevant and frequently industry experiences for students enrolled in the Biotechnology and Life Sciences career cluster.

Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.

As stated in the MOU between Connally Career Tech ECHS and East Texas Medical Center, Regional Health Care System (industry partner) agrees to appoint an industry liaison that will be a member of the Leadership Team and interact directly and frequently with the ECHS staff and students. The industry liaison will **actively participate in the development of curriculum for the Biotechnology & Life Sciences Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.**

Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
As stated in the MOU between Connally Career Tech ECHS and East Texas Medical Center, Regional Health Care System (industry partner) agrees to provide students and faculty members with mentorship programs, internships, externships, and apprenticeships that will expose students to hands-on, real-world work experience in high-demand occupations.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for industry experience made available to students throughout the high school career: Students enrolling in the Level 1 Certification of Completion Paramedicine (EMT), Level 2 Certificate of Completion Paramedicine certificates, or an Associate of Applied Science Degree will have an exceptional learning environment. The classrooms are rich with technological tools and engaging instructional strategies. One goal is that students take the responsibility for their own learning while providing students with the tools necessary to succeed in the 21st century workforce. The Connally Career Tech ECHS has intentionally targeted a specific group for enrollment – students who are academically average and in a traditional setting, would more than likely not challenge themselves with dual credit courses. The population is varied with 31% Hispanic students, English Language Learners (ELL) and students with learning disabilities. 71% of the students are economically disadvantaged and qualify for free and reduced meals.

Through personalized planning and support systems for student's students select and complete academic and career and technical studies aligned to their academic and career goals. The academic and career and technical courses are rigorous and aligned to the Texas Essential Knowledge and Skills (TEKS). In addition, targeted instruction promotes study skills, test prep, career exploration and college readiness.

The 4-year career readiness plan support work-study and workplace mentorship opportunities through industry and community partners. Such partnerships include collaboration for the development of high quality CTE programs created to equip students with 21st century skills necessary to compete in the most high-growth, high-wage industry sectors, and lead students to earn work readiness credentials (i.e. industry certifications) recognized by business and Industry. Learning experiences include industry guest speaks, worksite visits, and internships in which a high school students learn by taking on a responsible role as a worker in a company or organization and then reflects on what happened while in the workplace. The Internship Program is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Internships are geared for older students such as juniors and seniors and must be at least 12 hours.

Plan for Industry Experience		
Year 1	Field Trips Guest Speakers Team Building	Online Mentoring Majors Fair
Year 2	Field Trips Guest Speakers Professional Skills	In-person Mentoring Community Service
Year 3	Observations Skill Development In-Person Mentoring	Internships
Year 4	Field Trips Guest Speakers Mentorship	In-person Mentoring Internships

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Connally Career Tech ECHS has a certified, full-time ECHS career counselor. The primary purpose of the ECHS career counselor is to plan, implement, and evaluate a comprehensive program of guidance in the field of Career & Technical Education. The responsibilities of the ECHS career counselor are:

- Focus on meeting the needs of students, parents, teachers, and administrators while serving the mission of the school.
- Provide all students equitable access to quality career and technical education programs through a coherent sequence of courses.
- Deliver career guidance through individual and/or group counseling activities, classroom participation, and access to various forms of career information on multiple campuses.
- Roles and competencies include program management, guidance, counseling, consultation, coordination, assessment, marketing, and curriculum development and implementation.
- Provide a proactive guidance program to promote all CCT ECHS programs and encourage students to maximize personal growth and development while focusing on a CTE area that will provide value of education and life-long employability skills.
- Provide occupational information, guidance services, individual and group counseling to students for use in planning and developing career and educational plans and in achievement of students' goals.
- Conduct and compile annual follow-up studies, organization reports, PEIMS reports, adjusts class schedules, bus schedules, assists in development of campus master schedules, assists in grant writing related to Career & Technical Education, assists in researching and promotion CTE scholarships, and ensures compliance with federal and state regulations.
- Administer and interpret career interest and aptitude tests.
- Market Career and Technical Education programs which includes identifying the appropriate career pathway.
- Promote Career and Technical Education programs in various media forms, including print (brochures) and CTE web page.
- Ensure eligibility of students enrolled in Career and Technical Education programs.
- Assist and Monitor the implementation of the district comprehensive career guidance program which includes the following:
    - Career exploration opportunities, grades 9-10
    - Career focus, grades 11-12
    - Local, regional and state occupational information
    - Secondary and post-secondary training opportunities
- Provide job placement and coordination between students, graduates and community/industry.
- Assist and monitor the implementation of articulation agreements with post-secondary institutions to facilitate the Tech Prep process.
- Assist and Monitor the Work-Based Learning (WBL) agreements with COOP teachers and businesses.
- Coordinate with the Special Populations Coordinator in the assessment, ARD and ITP meetings and development of IEPs on high school and middle school campuses.
- Refer students to appropriate services.
- Represent the district on Career and Technical Education advisory councils in the business community, with other districts, and at universities and community colleges.
- Assist with staff development in Career and Technical Education programs

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connally Career Tech ECHS will offer two programs in the Biotechnology and Life Sciences Industry Cluster. First, Connally Career Tech ECHS will partner with the Emergency Services Education Center at McLennan Community College in Waco, Texas to allow students to enroll in a Level 1 certification program in Paramedicine. This program will provide the opportunity for students to get an Emergency Medical Technical certification. This certification program will allow students to apply for the Fire Academy once they are 18 years of age. Secondly, students may continue in the program to earn an associate's degree in Paramedicine which will allow students to continue to get a Bachelor's degree in Health Professions Technology. **(2 Priority Points)**

This program allows students to have several options. Since many of the classes for the Level 1 certification are prerequisites for the Associate's Degree, Students will be able to receive a Level 1 certification and an Associate's Degree before they graduate Connally Career Tech ECHS. Once students turn 18 years of age, they have the option of entering the Fire Academy or furthering their education by enrolling in a Bachelor's degree program.

The emergency medical technician (EMT) is an integral part of the health care system in today's society, providing emergency medical services (EMS) in a wide variety of situations in the pre-hospital setting. Emergency Medical Responders (EMR) EMT's, Advanced EMTs, and paramedics are an extension of the emergency department.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bachelor of Applied Technology Health Professions Technology **SAMPLE CROSSWALK;** Department of Medical Laboratory Sciences; Tarleton State University (at McLennan Community College)

RECOMMENDED MCC CORE CURRICULUM

CORE COURSE CATEGORY	HOURS	CORE COURSE TITLE
COMMUNICATION	6	ENG 1201 & SPCH 1311, 1315 OR 1312
MATHEMATICS	3	MATH 1314 OR HIGHER
NATURAL SCIENCES	8	BIOLOGY 1406, 1407, 1408, 1411, 1413, 2401, 2402, 2404, 2420 CHEM 1405, 1407, 1411, 1412 ENVR 1101/1301 GEOL 1101/1301. 1401, 1403, 1404 PHYS 1401, 1402, 1403, 1404, 1405, 1407, 2425, 2426
VISUAL & PERFOMRING ARTS	3	ART 1301, 1302, 1304 MUSI 1306, 1310, DRAM 1310
HUMANITIES	3	ANY LITERATURE COURSE OR PHIL 1301
HISTORY	6	HIST 1301 AND HIST 1302
GOVERNMENT	6	GOVT 2305 AND GOVT 2306
BEHAVIORAL SCIENCES	3	PSYC 2301 OR SOCI 13-1 (PSYC 23-1 PREFERRED)
COMPONENT AREA OPTION	4	ENGL 1302 (PREFERRED) AND COSC 1301

ADDITIONAL REQUIRED COURSEWORK FOR THE BAT IN HEALTH PROFESSIONALS TECHNOLOGY

Students must hold one of the following AAS Degrees and/or Certifications	33	Choose from certificate/degree options listed below:

AAS w/Certification: Dental Hygiene, Electroneurodiagnostics, Polysomnography, Emergency Medical Services, Paramedicine, Histology, Medical Laboratory Technology, Medical Office Assistant, Occupational Therapy, Paramedic Management, Physical Therapy, Radiology Technology, Respiratory Care, Nursing, Health Information Technology. CERTIFICATION w/Certificate: Coding Specialist, Long Term Care Administration, Surgical Technology, Nursing

UPPER LEVEL DEGREE SPECIFIC REQUIREMENTS TO BE TAKEN WITH TARLETON STATE UNIVERSTIY

MDLS 4148	1	INTRODUCTION TO MEDICAL GENETICS
HPTC 4204	2	HEALTH CARE MANAGEMENT
HPTC 3320	3	BIOTECHNOLOGY AND BIOETHICS
HPTC 3350	3	MICROBIOLOGY FOR ALLIED HEALTH PROFESSIONAL
HPTC 4349	3	PHARMACOLOGY FOR ALLIED HEALTH PROFESSIONALS
HPTC 4350	3	PATHOPHYSIOLOGY FOR HELATH PROFESSIONAL
HPTC 4305	3	ISSUES AND TREND IN HEALTHCARE
ENGL 3309	3	TECHNICAL WRITING AND DOCUMENT DESIGN
MGMT 3320	3	INDUSTRICAL SAFETY

UPPER LEVEL PRESCRIBED ELECTIVES TO BE TAKEN WITH TARLETON STATE UNIVERSITY (21 hours)

ADMS 3318	3	CURRENT ISSUES IN BUSINESS TECHNOLOGY
ADMS 4313	3	ADMINISTRATIVE INFORMATION SYSTEMS
BCIS 3315	3	WEBSITE DEVELOPMENT & DESIGN
BCIS 4379	3	THE TECHNOLOGY OF E-BUSINESS
COMS 4304	3	ORGANIZATIONAL COMMUNICATION
ENGL 3312	3	GRAPHICS AND TECHNICAL WRITING
ENGL 4312	3	TECHNICAL WRITING WITH COMPUTER APPLICATIONS
BLAW 4334	3	EMPLOYMENT LAW
MATH 3450	3	PRINCIPALS OF BIOSTATISTICS
MGMT 3302	3	PERSONNEL/HUMAN RESOURCE MANAGEMENT
MGMT 3301	3	PRINCIPALS OF MANAGEMENT
MGMT 3303	3	SUPERVISORY MANAGEMENT
PSUC 3301	3	PSYCHOLOGY OF LEANRING
PSYC 3303	3	EDUCATIONAL PSYCHOLOGY
PSYC 3311	3	BEHAVIOR ANALYSIS AND BEHAVIOR MANAGMEMT
SOCI 3304	3	MEDICAL SOCIOLOGY

GENERAL EDUCATION REQUIREMENTS	42-44 HOURS
AAS/CERTIFICTION COURSEWORK REQUIREMENTS FOR AA/BAT	33 HOURS
UPPER LEVEL DEGREE TSU REQUIREMENTS	45 HOURS
TOTAL HOURS	**120-122 HOURS**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Connally Career Tech ECHS will develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The ECHS Career Preparation Academy Leadership Team is composed of the following persons:

District Representatives to the ECHS Career Preparation Academy Leadership Team	
Superintendent of Schools, Connally ISD	Wes Holt
Assistant Superintendent for Curriculum & Instruction	Sandra Hancock
ECHS Career Preparation Academy principal	Hermann Pereira
ECHS College % Career Coordinator	To Be Employed

Primary Dual Credit Partner Representatives to the ECHS Career Preparation Academy Leadership Team	
EMS Education Project Director McLennan Community College	Donna George, RN, Ph.D.
Clinical Coordinator	Justin Lawson
Program Coordinator	Charles Jaquith, Richard Pringle
EMT Program Faculty	Zachary Cleere
Chancellor, Texas State Technical College	Mike Resser
Provost	Adam Hutchinson
ECHS College Liaison	Sherly Kattner Allen

Industry Partner Representatives to the ECHS Career Preparation Academy Leadership Team	
East Texas Medical Center, Director of Operations **ECHS Liaison**	James Stefka
Captains	Danny Guerra, Gabe Coleman, Janice Nice, Lacy Fredrick

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connally Independent School District and the partners (McLennan Community College, Texas State Technical College, and East Texas Medical Center Regional Health Care System) are committed to and confident of sustaining the Connally Career Tech Biotechnology and Life Sciences ECHS program once the grant period has passed. Since the fall 2016, the Leadership Team has discussed all aspects of the extended program and much time and discussion has been given to sustaining the programs after funding ends. The Leadership Team studied the research done by The Finance Group (2015) and examined interviews with 10 current and former Early College High School Start-Up grants that have had success with sustainability. Although no state data exists, this study noted that 100% of the programs have sustained programming with more limited funds but the same scope and quality.

The Leadership Team has proposed a tentative sustainability plan: 1) the external evaluation would be done every three years instead of each year; 2) the full-time Health Science Teacher's and the ECHS Career and College Coordinator 's salary will be paid by the local district; 3) investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle; 4) summer programming would be reduced but not eliminated; 5) programs would rely more on volunteers (whose relationships were established during the grant period.

During the grant period the Leadership Team agrees that sustainability should be a focus and the Leadership Team has identified factors that will be critical to sustainability: 1) concentrate on making the partners in the Connally Career Tech Biotechnology and Life Sciences ECHS truly collaborative; 2) leverage funding from local district budget, State Comp funds, and CTE funds; 3) prove and document the quality of the program so information will be available when seeking support beyond the grant period; 4) seek out "Champions" who are leaders in the community that will serve as a champion for the program by raising public awareness and leverage new sources of funding; 5) celebrate successes of the program and have these successes publicized across the district so that citizens begin to understand the importance of programs that provide opportunities for students to earn postsecondary course credit prior to high school graduation; 6) since the range of professional development opportunities for educators will be varied, this knowledge will be retained and used with students in future years. 7) the Superintendent and Board of Trustees will be kept well informed of all successes to guarantee that they are committed to institutionalizing the Connally Career Tech Biotechnology and Life Sciences ECHS.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921	Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 161921	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161921 | Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161921	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161921	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161921	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161921	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 161921 | Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.
NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			$
2			$
3			$
4			$
5		Total:	$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.
The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1	**Not Applicable**	
2		
3		
4		
5		
6		
7		
8		
9		
10		

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ATTACHMENT 1:

FINAL, SIGNED MOU WITH DUAL CREDIT PARNTER ATTACHED TO THE APPLICATION

2 PRIORITY POINTS

Memorandum of Understanding 2016-2017
McLennan County Junior College District and Connally Independent School District
Early College High School

This document is executed as a Memorandum of Understanding (MOU) between McLennan County Junior College District, an Institute of Higher Education (herein referred to as MCJCD), and the Connally Independent School District, (herein referred to as Connally ISD) a local school, which are both located in McLennan County, Texas. It has been developed for the support of the Connally Early College High School as an Early College High School (ECHS) under the auspices of the Texas Education Agency Early College High School Designation pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code.

WHEREAS, the purpose of this agreement is to outline the collaboration of the parties, as listed above, in support of Connally ECHS.

WHEREAS, the parties to this MOU desire to establish a partnership in support of an Early College High School (ECHS) by the fall of 2017 academic year and provide for enrollment in college courses by the ECHS students in accordance with the Texas Higher Education Coordinating Board Rules, as codified under Title 19, Part 1, Chapter 4, Subchapter G of the Texas Administrative Code;

WHEREAS, both Connally ISD and MCJCD are willing and able to facilitate development of this program to benefit underserved students;

WHEREAS: MCJCD and Connally ISD are authorized by state law to establish and enter into agreements for Early College High School programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

Purpose

This school, serving grades 10-12, will offer traditionally underserved students (at-risk, economically disadvantaged students, students who are English language learners, and first generation college students) an opportunity to complete a high school diploma and earn up to 60 credit hours toward an Associate degree. While attending Connally ISD, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and technical skills necessary to achieve success in these and other arenas. Students graduating from Connally ISD will enter post-secondary education and/or training with significant advanced standing.

Principles

A. To establish a mutually beneficial partnership between MCJCD and Connally ISD that allows a flexible and creative response to the missions and organizational/fiscal needs of both institutions.
B. To collaborate in the planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration.
C. To provide rigorous college readiness and early college credit courses.
D. To collaborate financially to address costs of both partners and assist each in obtaining necessary funds from local, state, federal and private/foundation sources

to operate the program successfully and without student fees. MCJCD will waive tuition and standard fees for students identified as economically disadvantaged according to the established guidelines for the MCJCD dual credit tuition waiver. Day to day costs, such as transportation to and from the campus, will be the responsibility of Connally ISD.

E. To assure that classes and activities of the Early College High School on the MCJCD campus will occur with students integrated on an age-appropriate basis in accordance with college readiness guidelines established by the Texas Higher Education Coordinating Board and the Texas Education Code.

F. To share use of facilities including classrooms, labs, offices and libraries in ways that reduce operating costs and promote collaboration of students, faculty, staff, and community members in program success.

G. To promote student success through participation college visits and in academic and admission procedures, including advisement, registration procedures, assessment and placement procedures, at the IHE. In addition, weekend, Saturday, or summer programs and activities, and extracurricular activities may be offered by Connally ISD, the IHE, or both. Students will gain access to the MCJCD facilities by way of their MCJCD student ID cards.

H. To ensure the selection of students based on the intent of the program, a selection that will reflect the diversity of the student populations identified.

Term

Subject to the approval of the Program application by TEA, any additional approvals that may be required from the THECB, and annual approval as required by law or by TEA or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU ("Commencement Date") and shall expire on June 30, 2019 ("Expiration Date"). Notwithstanding the foregoing, both Parties acknowledge and agree that a condition precedent to a Party's signing the MOU is approval of the Agreement by that Party's governing board. The time period between the Commencement Date and the Expiration Date shall be referred to as ("Initial Term"). Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term ("Renewal Term"). As used in this MOU, the term ("Term") shall mean the Initial Term, or such shorter period of time in the event of termination of this MOU at any time on notice by either party as set forth on page 8 below.

Governance

A. The Early College High School established under this agreement will be governed by state and federal laws and regulations, as well as school district, and college policies and requirements. The School District shall apply to the Texas Education Agency for the establishment and continued approval of an Early College High School designation.

B. A Steering Committee comprised of representatives of MCJCD and Connally School District, and co-chaired by the MCJCD Vice President of Instruction and Connally ISD

Superintendent, shall meet monthly, or as mutually agreed to by both parties, to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Steering Committee shall make reports, at least annually, to their respective boards.

C. An Advisory Committee will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory committee shall meet at least twice annually and shall consist of representatives from MCJCD, the School District, local and regional community.

The Advisory committee and all other subcommittees established under this entity will report as needed and as requested to the Steering Committee.

D. The ECHS Director/Principal (chief administrative officer of the Early College High School) will be appointed by the Superintendent of the School District. The Director will be an employee of the School District. The School District will be responsible for payment of benefits, if any, to the Director, and the Director shall not be entitled to receive employee benefits from the MCJCD including, but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. The School District assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the Director. Should the school Director's position become vacant and the need to appoint a new Director arise, following all Connally ISD Human Resources Policies and Procedures, MCJCD will have the opportunity to be represented on the Director search committee, take part in the deliberations. The District agrees to assign the Director as soon as a qualified candidate is identified and hired. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the School District.

E. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

Location

Early College High School courses for college credit will be held at the MCJCD campus for students in grades 10-12 as appropriate. Approved locations and delivery models can include:

__X__ ECHS site

__X__ MCC campus

__X__ Internet Delivery

Subchapter B, Chapter 39

The ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39 and shall adopt a policy that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled to account for 15 percent of the student's final grade for the course. In addition, the ECHS must administer the Texas Success Initiative college placement exam to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing.

Connally Early College High School students will be required to participate in the appropriate end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, English II, and United States history as specified in Texas Education Code 39. 023.

Grading Periods and Policies

Connally Early College High School students will be enrolled in coursework at the Early College High School campus. Connally Early College High School students will receive college course instruction at the MCJCD campus, as appropriate.

Grading periods and policies for high school courses will be governed by local high school policies and procedures. All grades will be recorded in a numerical format. Connally ISD Grade Point Average policies will remain in place for the Connally Early College High School students. Early College High School course grades are weighted for Grape Point Average purposes as specified by Connally Independent School District. Currently, six-weeks grading period is in place. All grading practices and policies are defined in the Connally Early College High School Student and Parent Handbook.

Grading periods and policies for college credit courses will be under the authority of the college. MCJCD grading practices are on a semester rotation. The Course Catalog, syllabi and policies at MCJCD will determine the grading practices.

Courses of Study

Courses of study will be developed to allow the implementation of rigorous academic standards. Courses to be included will apply to an Associate of Arts degree or an Associate of Science degree. Students will be provided the opportunity to complete 60 hours of college coursework toward such a degree. To enroll in college credit coursework, students must meet the college readiness guidelines established by the Texas Higher Education Coordinating Board and the Texas Education Code.

ECHS students must also comply with MCJCD institutional policies to enroll and/or continue to enroll in college courses. While no minimum high school GPA is required, students will pass or be exempted from the reading section of the TSI Assessment (TSIA)

to enroll in any academic course. To enroll in workforce courses, ECHS students will score a minimum of 347 on the TSIA reading section. Other sections of TSIA required for a course must be passed/exempted as well.

To continue in college courses, students must have/maintain a 2.0 college GPA upon completion of six (6) credit hours. Students with three (3) or more withdrawals on the college transcript will be blocked from college coursework for a minimum of 1 year.

Curriculum Alignment

Curriculum alignment will be assured through completed grade level based "crosswalks" or matrices that delineate which ECHS courses may be taken for college credit. The specific crosswalks are found in Benchmark 4 of this application. The crosswalks will be reviewed annually by MCJCD and the Connally Early College High School.

Instructional Materials

Instructional materials for high school courses will be under the authority of Connally ISD and Connally Early College High School. Instructional materials will be provided that align with approved PEIMS courses as specified by the Texas Education Code, Connally High School curriculum and teacher syllabi.

Students enrolled in MCJCD courses will use instructional materials adopted by MCJCD. The ECHS will be responsible for purchasing appropriate materials, including college textbooks, for students enrolled in college credit courses. ECHS faculty teaching college credit courses may select their own instructional materials as long as they are in compliance with IHE policies.

To the extent possible, MCJCD will coordinate with Connally ISD to reduce college textbook costs through use over multiple semesters.

Assistance, Student Waivers and Fees

MCJCD agrees to waive tuition and standard fees for students identified as economically disadvantaged according to the established guidelines for the MCJCD dual credit tuition waiver. Tuition and fees for the remaining students who do not qualify for MCJCD waivers will be the responsibility of Connally ISD. Connally Early College High School students will not have financial responsibility for tuition, fees or transportation costs associated with the program.

Instructional Calendars

To the degree possible, both MCJCD and the ECHS will maintain their own instructional calendars, to begin in August/September and continue through May/June. However, students who are enrolled in Early College High School courses at MCJCD will be expected to attend classes even if ECHS is not session. Any issues of transportation will need to be addressed and resolved by the ECHS. MCJCD will not be required to provide transportation.

Student Enrollment and Attendance

Students are eligible to enroll in the ECHS after they have filled out all necessary application forms, including parental support forms. Students will be chosen through a blind scoring of each application according to the application rubric. All students enrolled in high school courses will be expected to follow current Connally ISD attendance policies. Attendance records will be taken for all courses offered at the ECHS campus.

Students enrolled in college credit courses will follow current MCJCD attendance policies. Attendance will be taken at MCJCD based on the published College Attendance Policy.

Building a College Culture

Connally ISD and MCJCD will establish a learning community that blends high school and college, instilling a college-going culture among the participating students. Connally ISD students will:

- Develop a four-year high school graduation plan and post-secondary plan;
- Participate in high school credit classes and college credit classes for which students receive both high school and college credit;
- Participate in an advisory program which provides college campus orientation, academic counseling, college and career planning and additional student counseling; and
- Adhere to student behavioral expectations. ECHS students will be subject to MCJCD student conduct rules, policies and procedures as set forth in the MCJCD Highlander Guide Student Handbook while on the MCJCD campus or while in attendance at MCJCD classes. Failure to comply may result in dismissal of the student from MCJCD classes.

Qualifications of Faculty

Hiring and evaluation of faculty teaching college credit courses shall be in accordance with the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and with MCJCD policies. MCJCD administration will be provided the opportunity to assist in the screening process for the ECHS faculty being hired to teach college courses.

Professional Development

Professional Development of the ECHS staff will be on-going, and will be provided through a selected Campus Improvement Team. The IHE liaison meet with the team to identify any challenges and make recommendations to the Principal for effective coordination, collaboration and continued development of the ECHS. ECHS faculty teaching college credit courses will be expected to participate in professional development activities offered by MCJCD, which may include Professional Development Day, the annual Dual Credit Seminar, general faculty meetings, and division meetings. Professional development of MCJCD faculty will be provided through MCJCD.

Evaluation

The School District and the College will develop a plan for the evaluation of the ECHS program to be completed each year that will include, but not be limited to, attendance and retention rates, GPA of high school-credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college-readiness of the students in the program.

Procedures for Collecting and Sharing Student Data

Student data will be collected at the ECHS facility in accordance with state regulations and Connally ISD data collection procedures. All student data will be disaggregated from the Connally High School general population. Student data to be shared with MCJCD will include, but is not limited to, demographic and academic information, including TSI readiness by grade level, SAT/ACT and PSAT scores, number of hours taken and credits earned, GPA's, results of State assessments, and any other data necessary to assess program effectiveness in accordance with the Family Education Rights and Privacy Act.

The Parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. In accordance with the Family Education Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g) and School District Board Policy, all records relating to students which are generated or maintained by either party shall be considered education records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal and local laws and regulations, including FERPA. For purposes of this agreement, each party designates the other party as its agent with legitimate educational interest in the students' educational records for purposes of FERPA.

Degree Hours Transferability

MCJCD will provide the ECHS with information regarding course transferability to four year degree plans and assist students who elect to do so through the IHE liaison. Regular college advising for ECHS students will be a key component to facilitating the transfer of

MCJCD courses. MCJCD will ensure that credit is assigned in the same semester in which it is earned. Transfer of MCJCD courses is subject to the rules and regulations of each IHE.

Classroom Facilities

The ECHS will provide IHE faculty and students the facilities and technology necessary to support a college learning environment. Students will have access to MCJCD email, Blackboard, Webadvisor, and the MCJCD Library from ECHS computers. Use of MCJCD computers will be subject to MCJCD computer use policies.

Indemnification

To the extent authorized by law, in consideration of the performance both parties of this agreement, each party does hereby agree to indemnify and hold harmless all agents, servants and employees of the other party from and against any and all claims

and liabilities from any acts or omissions of the other party, its agents, servants, or employees, in the performance of this Agreement, except that neither party shall indemnify the other for claims or liabilities arising solely from the negligence, act or omission of the other party.

Amendment

The Parties to this MOU acknowledge that it may be necessary to amend and/or modify this MOU from time to time in order to address additional concerns or issues that arise as the program progresses. However, no amendment, modification or alteration of the terms of this agreement shall be binding unless the same is in writing, dated subsequent to the date hereof and duly executed by an authorized representative of the parties hereto.

Severability

If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this agreement a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

Termination

This agreement and partnership may be terminated by either party upon ninety (90) days written notice to the other party. In the event of termination during the initial term of this agreement, the effective date of termination shall be as of June 30 following the notice. It is the intent of both parties that no termination shall be made during the middle of the school year which will disrupt the academic progress for the students of Connally ISD, unless the parties mutually agree.

Provision for Discontinuation

Discontinuation of the ECHS program will only be allowed at the end of a grade level cohort, or when a cohort graduates. Discontinuation of the program will provide for the support of students enrolled in the program to ensure proper planning for graduation, and meet all the required elements of the program until complete discontinuation of the program.

Neither MCC nor the ECHS will discriminate on the basis of sex, race, age, handicap, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI.

_____ _____

Memorandum of Understanding 2016-2017
McLennan County Junior College District and Connally Independent School District
Early College High School

Superintendent

10/18/16

Date

President

11-11-16

Date

ATTACHMENT 2

FINAL, SIGNED ARTICULATION AGREEMENT BETWEEN CONNALLY CAREER TECH AND MCLENNAN COMMUNITY COLLEGE

2 PRIORITY POINTS

2016-2017

PROGRAM ARTICULATION AGREEMENT

McLennan COMMUNITY COLLEGE

and

Connally I.S.D.

Based on mutual concern for the needs of students pursuing a technical program at McLennan and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified course based on the completion of the high school level course with a grade of "B" or better (as defined by the individual school district), and who are recommended as being competent in this subject matter, will be recognized for __3___ credit hours at McLennan.

Connally High School	**McLennan College**
Business Information Management I (Course title)	**ITSC 1301 Introduction to Computers** (Course title)

2. Credit-by-articulation will be granted to students who took the identified course during their freshman, sophomore, junior and/or senior year of high school.

3. The student must meet all admission requirements to the College and enroll within **15 months** after high school graduation.

4. A student petition form for articulated credit must be submitted to the Dean of Arts, Sciences, & Business when the student applies for admission to the College.

5. McLennan will post articulated credit on the student's transcript when the student completes **six** non-developmental college hours at the College with a grade point average of **2.0** or better.

6. Credit-by-articulation does not affect a student's college grade point average, but will be included in accumulated college hours attempted and earned.

7. Credit-by-articulation will only be granted to students who took the identified course when an official articulation agreement was in place between the school district and McLennan.

8. McLennan guarantees the acceptance of credit-by-articulation under the conditions specified. Acceptance of credit-by-articulation to colleges other than McLennan will be subject to approval from the receiving institution.

9. No additional examinations or fees will be required to grant credit-by-articulation, unless otherwise stated in this agreement.

10. This agreement will be subject to annual review by the participating institutions.

		Christina D Flores	10/7/16
Dean of Arts, Sciences, & Business	Date	Administrator	Date
		Jill Dalamanty	10/17/16
Program Director	Date	Counselor or Technology Director	Date
	10/27/16		10-17-16
Articulation Technician	Date	Teachers	Date

2016-2017

PROGRAM ARTICULATION AGREEMENT

McLennan COMMUNITY COLLEGE

and

Connally I.S.D.

Based on mutual concern for the needs of students pursuing a technical program at McLennan and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified course based on the completion of the high school level course with a grade of "B" or better (as defined by the individual school district), and who are recommended as being competent in this subject matter, will be recognized for 3 credit hours at McLennan.

Connally High School	**McLennan College**
Business Information Management I (Course title)	**ITSW 1301 Introduction to Word Processing** (Course title)

2. Credit-by-articulation will be granted to students who took the identified course during their freshman, sophomore, junior and/or senior year of high school.

3. The student must meet all admission requirements to the College and enroll within **15 months** after high school graduation.

4. A student petition form for articulated credit must be submitted to the Dean of Arts, Sciences, & Business when the student applies for admission to the College.

5. McLennan will post articulated credit on the student's transcript when the student completes **six** non-developmental college hours at the College with a grade point average of **2.0** or better.

6. Credit-by-articulation does not affect a student's college grade point average, but will be included in accumulated college hours attempted and earned.

7. Credit-by-articulation will only be granted to students who took the identified course when an official articulation agreement was in place between the school district and McLennan.

8. McLennan guarantees the acceptance of credit-by-articulation under the conditions specified. Acceptance of credit-by-articulation to colleges other than McLennan will be subject to approval from the receiving institution.

9. No additional examinations or fees will be required to grant credit-by-articulation, unless otherwise stated in this agreement.

10. This agreement will be subject to annual review by the participating institutions.

		Christina L Lloyd	10/7/16
Dean of Arts, Sciences, & Business	Date	Administrator	Date
		Jill Talamantez	10/17/16
Division Chair, Business Programs	Date	Counselor or Technology Director	Date
[illegible]	10/27/16	[illegible]	
Articulation Technician	Date	Teachers	Date

ATTACHMENT 3:

FINAL, SIGNED AGREEMENT WITH INDUSTRY PARTNER

2 PRIORITY POINTS

ETMC EMS

East Texas Medical Center
Regional Healthcare System

To whom it may concern:

This letter is in support of the Connally Career Tech Early College High SchoolDual Credit Emergency Medical Technician (EMT) program that will be offered in collaboration with the McLennan Community College EMS Education program. East Texas Medical Center EMS is the primary prehospital care provider in McLennan County and works closely with McLennan Community College to provide learning experiences for MCC EMT and paramedic students. Each student is assigned to an ambulance and participates in providing patient care. Many of the MCC EMT and Paramedic graduates become employees in the ETMC EMS system.

We support the program that will be offered by the Connally Career Technical Early College High School Program and we look forward to hiring its future graduates.

Sincerely,

James Stepto Director ETMC EMS

1501 Hogan Ln., Suite H • Waco, Texas 76705 • PH: (254) 799-7718 • FAX: (254) 799-2363

ATTACHMENT 4:

FINAL, SIGNED ARTIUCLATION AGREEMNTS WITH ONE OR MORE COLLEGE PARNTERS

10 POINTS

Memorandum of Understanding

Concerning

Connally Career Tech (ECHS)

Between

Connally Independent School District

and

Texas State Technical College Waco

2015-2016

MEMORANDUM OF UNDERSTANDING
CONNALLY CAREER TECH - EARLY COLLEGE HIGH SCHOOL

A Memorandum of Understanding (MOU) between Texas State Technical College Waco (TSTC Waco), an Institution of Higher Education and an agency of the State of Texas, and the Connally Career Tech, a local public school, which are located in Waco, Texas (herein called the partners) has been developed for the support of the Connally Early College High School (CONNALLY CAREER TECH) as an Early College High School (ECHS) under the auspices of the COMMUNITIES FOUNDATION OF TEXAS - TEXAS HIGH SCHOOL PROJECT (THSP). This Memorandum of Understanding is entered into as of December 1, 2014.

The purpose of this agreement is to outline the collaboration of the partners, as listed above, in support of CONNALLY CAREER TECH. This school will offer traditionally underserved students (high percentage of at-risk, economically disadvantaged students, and first time college-goers) an opportunity to complete a high school diploma and earn up to 60 credit hours (15 credit hour minimum) towards an Associate's degree at no cost. The school will add a cohort of up to 75 students per grade annually until serving at least 9-12 grades. During their attendance at Connally Career Tech, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and technical skills necessary to achieve success in these and other arenas. Students graduating from Connally Career Tech will enter post-secondary education and/or training with significant advanced standing.

TERM

The term of this agreement shall commence on **December 1, 2014** and will terminate on **July 31, 2016** unless renewed, revised, or extended by the partners. The Memorandum of Understanding may be modified and amended only by mutual agreement of the parties in writing, and any such modification or amendments shall be attached and become a part of this collaboration as if set forth herein.

According to the ECHS Program Requirements , "each ECHS must develop and maintain a group that meets regularly to address issues of design and sustainability. Membership should include the ECHS principal and individuals with decision-making authority from all partnering districts and IHE(s)". The group should meet regularly and once every six months at a minimum . The group will review the MOU annually. In addition, CONNALLY CAREER TECH will include TSTC representatives on advisory boards.

GENERAL OPERATING PROCEDURES

CONNALLY CAREER TECH and TSTC Waco will establish a learning community that blends high school and college, instilling a college-going culture among their students. ECHS students will be encouraged to participate in TSTC Waco campus visits, academic and admissions procedures, including advisement, registration procedures, assessment and/or placement procedures, weekend, Saturday, or summer programs or activities , and extracurricular activities. ECHS students will gain access to all TSTC Waco facilities by way of their Student ID card. The facilities include the use of the library, cafeteria,

bookstore, Student Recreation Center, (gym, weight room, athletic fields), computer labs, writing labs, counseling and retention services, and testing. CONNALLY CAREER TECH will schedule a college night for TSTC Waco each semester.

Upon mutual agreement, TSTC Waco will work collaboratively in the registration of students in dual credit courses for all students enrolling in TSTC Waco courses. ECHS students will be required to complete TSTC Waco Assessments and/or placement procedures.

ECHS PROGRAM REQUIREMENTS

Faculty

CONNALLY CAREER TECH and TSTC Waco are responsible for meeting accreditation requirements for their respective faculties. To teach in the Connally Career Tech, instructors must meet charter standards in their subject area to teach in the state of Texas. TSTC instructors must meet the requirements for Southern Association of Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board (THECB) for the appropriate type and level of course taught.

Faculty of Connally Career Tech who meet the requirements necessary to teach courses for TSTC Waco can be granted "Adjunct Instructor Faculty Status" by TSTC Waco during their period of employment at Connally Career Tech when teaching college courses, and they will enjoy the benefits thereof to include a stipend in the amount to be determined by TSTC.

CONNALLY CAREER TECH administrators will be responsible for evaluation of High School faculty of Connally Career Tech. Those that also hold adjunct status will also be evaluated by TSTC Waco according to criteria established for all faculty.

TSTC Waco instructors who teach courses composed entirely of ECHS students will be selected based upon their previous experience and success in teaching freshman courses, developmental and accelerated courses, and dual-enrollment courses.

Curriculum Alignment

An integrated four to seven year curriculum, as applicable, that provides a seamless transition from grade level to grade level and allows students to proceed to college level courses at normal or advanced placement levels will continue to be developed. Within-this framework, students will be able to earn an advanced high school diploma within a four or five -year time frame and up to 60 credit hours. Students will work to achieve a technical Associate's degree with a minimum of 15 technical credit hours.

ECHS students who meet academic and conduct requirements, under advisement from CONNALLY CAREER TECH and TSTC Waco counselors and academic advisors, will be free to pursue technology degrees in any program at the college. TSTC Waco liaisons, including faculty, Tech-Connect staff, and the Coordinator of Curriculum will be responsible for working with ECHS high school faculty to develop and refine a clear and coherent academic program across institutions.

TSTC Waco and CONNALLY CAREER TECH will confer in the development of an annual schedule of instructional days each year.

Courses of Study
The partners will provide time for the CONNALLY CAREER TECH Early College High School teachers and TSTC Waco instructors to collaboratively create and implement a rigorous academic and technical program. TSTC Waco and CONNALLY CAREER TECH will focus on strategies that ensure all ECHS students will succeed, e.g., strategies for creating an ECHS culture, instructional practices, academic support structures, mentoring and advising programs, and policies. CONNALLY CAREER TECH will support participation of its teachers and leaders and TSTC Waco will support participation of its instructors and leaders in these endeavors. Each year, a subset of all partners (teachers, administrators, and TSTC Waco personnel) will analyze student assessment data and conduct a needs assessment and plan professional development activities.

The TSTC Waco Student Development Division and Institutional Advancement staff will develop workshops to aid the high school counseling staff members in gaining knowledge about college admission, financial aid, and support services to assist ECHS students in succeeding at the TSTC Waco and other colleges. In addition, TSTC Waco and CONNALLY CAREER TECH will assist parents in learning how to prepare their children for college through academic and financial aid workshops.

Instructional Materials
CONNALLY CAREER TECH students enrolled in TSTC courses will use the instructional materials prescribed by the TSTC instructors. CONNALLY CAREER TECH will be responsible for purchasing textbooks and other course materials on behalf of CONNALLY CAREER TECH students. CONNALLY CAREER TECH staff teaching dual credit courses will select their own instructional materials in accordance with TSTC dual credit policies.

Instructional Calendar
TSTC and CONNALLY CAREER TECH will maintain their own instructional calendars. To the extent possible, CONNALLY CAREER TECH will align its instructional calendar with that of TSTC. CONNALLY CAREER TECH students enrolled in TSTC courses will be required to attend their TSTC courses when CONNALLY CAREER TECH is not in session.

Administration of Statewide Instruments
CONNALLY CAREER TECH will administer the statewide assessment program adopted by the State Board of Education. CONNALLY CAREER TECH will give notice to TSTC regarding the dates on which statewide assessments will be given. TSTC and its instructors will work with CONNALLY CAREER TECH to accommodate conflicts between administration of statewide assessments and student enrollment in TSTC courses.

CONNALLY CAREER TECH students who enroll in TSTC courses will achieve the required score on a college entrance assessment. CONNALLY CAREER TECH staff will coordinate with TSTC staff to administer the assessment.

Eligibility of Students for Financial Assistance
TSTC Waco will waive tuition and fees for all Connally Career Tech students enrolled in college-credit courses (excluding extraordinary fees such as flight training fees). It will provide space needed on campus as covered under the "Use of Facilities" section. CONNALLY CAREER TECH will support the ECHS' day-to-day operational costs, including staff and faculty salaries, transportation to and from TSTC, separate policies and financial conditions the school dictates.

School Enrollment and Attendance
TSTC Waco instructors will provide the ECHS with daily attendance applicable to Freshman level courses for each self-contained class. For classes when CONNALLY CAREER TECH students are integrated into classes with other college students there will be no reporting of attendance by TSTC Waco faculty members.

Grading Periods and Policies

CONNALLY CAREER TECH students enrolled in TSTC courses will be graded according to grading periods and policies established by TSTC. CONNALLY CAREER TECH students enrolled in dual credit courses taught by CONNALLY CAREER TECH staff will be graded according to the grading policies established by both CONNALLY CAREER TECH and TSTC for their respective transcripts. For such courses, CONNALLY CAREER TECH and TSTC will collaborate to resolve any conflicts related to the length of grading periods at CONNALLY CAREER TECH and TSTC. TSTC instructors will make student grades available to CONNALLY CAREER TECH for reporting on quarterly grade reports.

a. TSTC Waco and CONNALLY CAREER TECH will develop criteria to define satisfactory student performance as part of the curriculum development process. These criteria will be monitored on a monthly basis. The process will include comparing planned to actual performance. Student success measures and attendance will be reported to the CONNALLY CAREER TECH College Coordinator.
b. TSTC Waco instructors will provide a midterm grade for all students, submit a final exam grade and a final TSTC course grade in a numerical format.
c. Steps will be taken by the partners to assist those students who may not be performing satisfactorily to succeed. To insure academic success, the CONNALLY CAREER TECH and TSTC Waco will provide counseling and academic support services, as needed.
d. Current district GPA policies will be applicable at the Early College High School

TRANSPORTATION

CONNALLY CAREER TECH will, at its own cost, arrange and provide transportation to and from the TSTC campus for CONNALLY CAREER TECH students enrolled in TSTC courses.

DEGREE ATTAINMENT AND MATRICULATION

Degree attainment should reflect nation achievement rates. Based on 2009 Cohort national data, 24% of ECHS student earned either an AA degree or two years of college credit upon high school graduation. Future degree requirements will be reviewed annually in comparison to Early College High School Initiative data. Connally Career Tech students are required to enter into a technical program of study that will either end in a certificate or AAS degree.

CONDUCT

ECHS students are required to adhere to high school and TSTC Waco regulations regarding facilities and equipment usage as well as TSTC Waco and CONNALLY CAREER TECH codes of conduct and safety procedures. Failure to do so will subject the student to appropriate action taken by the local education agency and TSTC Waco, including suspension and dismissal.

TSTC Waco and CONNALLY CAREER TECH faculty and staff will cooperate to solve student conduct issues. When appropriate, CONNALLY CAREER TECH personnel will attend TSTC classes to monitor student conduct. CONNALLY CAREER TECH will disqualify students who violate codes of conduct from enrolling in and attending TSTC Waco courses.

TSTC Faculty will alert ECHS Staff for any disruptive behavior or excessive unexcused tardiness in order to assure that discipline procedures are followed.

SAFETY

If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the University/College, the response to such incidents will be based upon operating TSTC Waco regulations, guidelines, and procedures.

EVALUATION, RESEARCH, AND DEVELOPMENT

The TSTC Waco Student Learning division, in cooperation with Institutional Effectiveness, Research & Planning (IERP) and CONNALLY CAREER TECH, will ensure an evaluation of the program and of the effectiveness of the collaboration will take place each academic year. The results of the evaluation will be reported at the end of each academic year. This evaluation may help CONNALLY CAREER TECH satisfy Federal and State guidelines for the evaluation of K-12 schools, in addition to any other evaluative guidelines established for the program.

The TSTC Waco IERP department will develop specific measures that examine aspects of ECHS, e.g., student academic performance, instructional impacts, retention, effectiveness of professional development, and impact on educational policy and decision-making. This data will be available to TSTC Waco and CONNALLY CAREER TECH administrators so that joint decisions can be made about corrective or reinforcing actions. CONNALLY CAREER TECH and the Institutional Advancement Office can seek external private funds to supplement and support efforts , bridge/summer programs, and technology infrastructure.

Each of the partners will share demographic, academic, and other needed data to assess program effectiveness subject to the guidelines of the Federal Educational Right to Privacy Act (FERPA). Using this data, a longitudinal tracking process will be developed to follow students after they exit the ECHS program.

PROJECT REPORTING

CONNALLY CAREER TECH is responsible for the preparing and submitting reports to the administration of the Communities Foundation of Texas on the progress of the ECHS under its purview. The report will be provided to participating partners, and others as deemed appropriate. TSTC Waco will assist by providing information to CONNALLY CAREER TECH as needed.

REGULATORY REQUIREMENTS

All members of Connally Career Tech faculty and administration, as well as **any other part** connected to the program, must comply with regulations regarding the **report of** any and all alleged child abuse, school-related crimes, and sexual molestation.

COMPLIANCE WITH LAWS

All signatories to the Memorandum of Understanding will be responsible for complying with applicable Federal, state and local laws, rules, mandatory policies and guidelines.

INDEMNIFICATION

To the extent authorized by the Constitution and the laws of the State of Texas, parties to this Memorandum of Understanding agree to mutually indemnify, defend and hold each

other harmless from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of any subcontract let under this agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by the acts or omissions of the other party in the performance of a subcontract.

DISCONTINUATION OF ECHS PROGRAM

In addition to the section provided elsewhere in this MOU, discontinuation of the ECHS program will fulfill the provisions listed below, per the ECHS designation application:

a. An ECHS with an 11th grade cohort will continue operation through that cohort's scheduled graduation of those cohorts by agreement, but this is not required.
b. While the ECHS is in the process of discontinuing operation, it must continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS.

TERMINATION OF THE AGREEMENT

This MOU may be amended by mutual written agreement of both parties, The MOU will be in force for one (1) year following signing and is renewable bases on the consent of the signatory parties. The University/ College and School District reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90 day period expires.

IN WITNESS WHEREOF, the partners hereto have executed this Memorandum of Understanding as of the year and day indicated:

Adam Hutchison
Associate Vice Chancellor for Student Learning

12-16-2014
Date

Wesley Holt
Connally ISD Superintendent

12-16-2014
Date

ATTACHMENT 5:

AGREEMENT FOR IN-KIND CONTRIUBTIONS FROM INDUSTRY PARTNER

5 PRIORITY POINTS

McLennan COMMUNITY COLLEGE

To whom it may concern:

This letter is in support of the Connally Career Tech Early College High School Dual Credit Emergency Medical Technician (EMT) program that will be offered in collaboration with McLennan Community College (MCC) EMS Education. Faculty from MCC EMS Education will schedule time to be involved in recruiting students on the Connally campus. EMT faculty will also come and speak with students about the EMT program during scheduled classes (as requested by Connally instructors).

We support the program that will be offered by the Connally Career Technical Early College High School Program and we look forward to working with the faculty and students at Connally.

Sincerely,

Donna George

Donna George, RN Ph.D.
Program Director
Associate Professor
MCC EMS Education Program
7601 Steinbeck Bend Road
Waco, Texas 76708
254 299-8311

ETMC EMS
East Texas Medical Center
Regional Healthcare System

To whom it may concern:

This letter is in support of the Connally Career Tech Early College High School Dual Credit Emergency Medical Technician (EMT) program that will be offered in collaboration with the McLennan Community College EMS Education program. East Texas Medical Center EMS is the primary prehospital care provider in McLennan County and works closely with McLennan Community College to provide learning experiences for MCC EMT and paramedic students. Each student is assigned to an ambulance and participates in providing patient care. Many of the MCC EMT and Paramedic graduates become employees in the ETMC EMS system.

We support the Connally Career Tech by providing hospital emergency department clinicals, prehospital care clinicals, mentorships, guest speakers, recruitment and family events and externships to the dollar amount of $61,400 outlined in the chart attached. We look forward to hiring its future graduates.

Sincerely,

Director ETMC EMS

1501 Hogan Ln., Suite H • Waco, Texas 76705 • PH: (254) 799-7718 • FAX: (254) 799-2363

ETMC EMS

Estimated Cost of Coordination and Recruiting Students to the EMT Program				
Functions	**Hours Completed**	**Approximate Cost per Hour**	**Estimated Costs**	**total**
Student recruitment on campus	24 hours	$50/hour	$1200 per semester	$2400
In-class meeting/ speaking with potential EMT candidates	12 hours per semester	$50/hour	$600 per semester	$1200
Hospital Emergency Department Clinicals	20 hours per student	$50/hour	$1000	$1800
Prehospital care (EMS services training)	60 hours per student	$35/hour	$2100	$37800
			Total estimated in-kind: $61400	

Sincerely,

James Huff Director ETMC EMS

1501 Hogan Ln., Suite H • Waco, Texas 76705 • PH: (254) 799-7718 • FAX: (254) 799-2363